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This monograph will examine group work along a continuum of content, process, and technique, based upon a philosophy that recognizes and places its stress upon the responsibility, integrity, and decision making ability of the individual. The first chapter, titled "Group Guidance," will contain a general discussion of the content to which this group of techniques is applicable, and of the processes involved in the successful pursuit of this area of guidance activity. In the second chapter, titled "Group Counseling," we will give our attention to this little understood, little used, and much needed technique. The discussion will deal in detail with the mechanics of group selection, and the dynamics of the group as it forms, moves forward, and separates. In the third chapter, under the title "Group Psychotherapy" those techniques will be discussed which are not attempted by the school counselor because of the depth of psychological or psychiatric background needed for adequate leadership. The fourth chapter of the monograph will deal very briefly with a number of miscellaneous aspects of group work such as: application of techniques by grade level, parental group counseling, and counselor self-analysis, which do not fit readily into the chapter and section divisions of the preceding part of the paper. It concludes with a brief annotated bibliography of books and articles. (Author)

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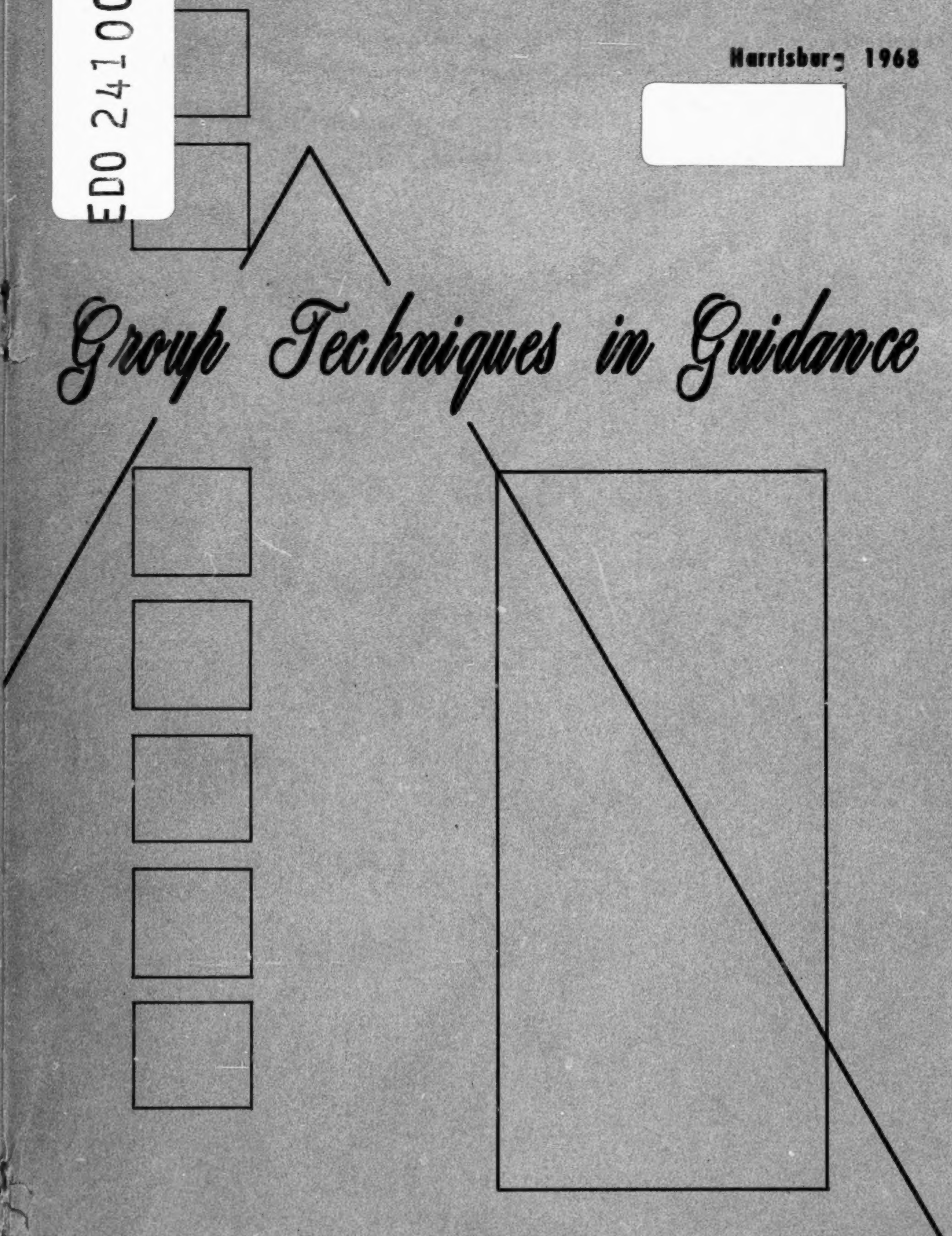
Group Techniques in Guidance



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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF GUIDANCE SERVICES

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DEPARTMENT OF PUBLIC INSTRUCTION

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GROUP TECHNIQUES IN GUIDANCE

Prepared for:
The guidance counselors, school administrators, and others interested in guidance and education in the Commonwealth of Pennsylvania.

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INTRODUCTION

"Group work is becoming increasingly important in our time not only because there are more people needing help than there are counselors to deal with them on an individual basis; but also because there is value inherent in the group process itself. In and of itself, participation in a group is an experience in growth. It is in groups that we learn more easily to respond as persons and to respect others as persons. We learn who we are through other's evaluation of us. We satisfy certain of our psychological needs in a group—needs for acceptance, peer-approval, self-expression, etc. We can work through our feelings of hostility and negativism safely in the permissive atmosphere of the group and eventually arrive at deeper insights about ourselves and more wholesome attitudes toward others.

"We stress the need for organized programs of group guidance within our schools, because it is when people really meet each other, really encounter each other (in the true sense of that term) that attitudes and ideas are shared and, being shared, allow for new attitudes and ideas to emerge." (1)

These words, spoken by Sister Mary Thomas Murphy, Coordinator of Pupil Personnel Services, Diocese of Brooklyn, describe an area of guidance activity, which has, if considered in relation to its tremendous value, seen relatively little successful application. In part, this failure has been due to an incomplete understanding of the processes involved and of the proper utilization of its techniques, as well as an inadequate appreciation of its exciting potential.

It is in the belief that the counselor, at all grade levels K through 12, who does not avail himself of the possibilities inherent in an informed use of group techniques is indeed depriving himself and his counselees of some very rewarding tools of his trade, that this monograph is designed to provide a summary of the wide range of group techniques. The main features of the whole range of group techniques will be sketched, with the emphasis on what is *possibly new* to some counselors and on what is *most certainly applicable* to all guidance programs.

It should be noted at this point that, although this monograph will attribute great and well deserved importance to this element of guidance, it is, of course, only one element of the comprehensive guidance program. The comprehensive program, as outlined in the September 1967 issue of *Pennsylvania Guidance Keynotes,* must provide a coordinated and articulated utilization of all elements, such as individual counseling, consultation, coordination, testing, occupational and educational information, parental involvement, record keeping, orientation, placement, and follow-up. Future monographs will deal with equal fervor with many of these elements.

GROUP PROCESSES OF GUIDANCE—THE CONTINUUM

At one time all group activity conducted in the name of guidance was called group guidance. More recently the term group guidance has been used to designate only the more highly structured group work in which the guidance staff is mainly interested in disseminating information. The English teacher who teaches a unit in writing job applications is practicing group guidance. From this relatively simple, classroom based, education oriented, teacher administered form of group guidance, through the more complex treatments of group guidance, through the applications of group counseling, and on to the relatively complex, clinic based, psychologically oriented, therapist administered forms of group psychotherapy, we have a continuum of techniques and combinations of techniques available to the counselor who, at the simpler end of the continuum may merely want to save time, and who, as he approaches the more complex end may desire to reach into areas of student thought and feeling and counselor accomplishment that his individual counseling has not permitted him to reach.

The continuum concept is as much one of process as of technique. Whereas this monograph will be organized along lines of ascending complexity of technique, and the major divisions will be labeled with suggested technique classifications for unity of presentation, flowing along this ascending line of technique will be a stream of process. As the content of the group session changes, so should the processes involved in dealing with the content. For example: if structure is taken as the process, and viewed from the standpoint of technique, it will be in strong evidence in some of the large group discussions, in less evidence in the unanticipated twists and turns of role playing, and almost nonexistent in group counseling. From the standpoint of content, a discussion of college application procedure might be highly structured, a unit on how to choose a college much less structured, and a discussion of anxieties concerning college life practically non-structured. The stream of process often meanders, in that a relatively structured role-playing of a college admissions interview may suddenly become a completely unstructured, comment-inspired, discussion of interviewer prejudices. This meandering is a perfectly normal aspect of group dynamics. The competent group leader will look upon these directional shifts not as signs of group failure, but as summonses to corresponding shifts in group leader action and emphasis to capitalize upon the direction now taken.

Student involvement, leader behavior, degree of decision making, simulation, permissiveness, degree of emphasis on attitude and opinion are typical process elements which will be flowing along this continuum.

The three—content, technique, and process—are thus interwoven in a complex progression along a continuum. The would-be group leader must be continually alert to the best possible application of the moment and to the role he must play in making the indicated application.

Dr. Leo Goldman (2) has presented a graphic approach to the utilization of combinations of content and process in which he pictures a continuum (illustrated in Figure I) running from what appears in the upper-left corner to be the standard classroom approach to subject matter presentation, diagonally through the areas of group counseling with less objective content, to the other extreme in the lower-right corner in which we are dealing with group therapy in very personal areas of content. To illustrate this interaction of content and process, Goldman shows us "how three different group leaders might handle the same guidance topic: choosing a high school course of study.

"1. Mr. Jones includes a unit on choosing a high school course of study in his eighth grade English classes. He decides early in the school year which week he will devote to this unit. He introduces the topic one day, pointing out its importance and asking questions to see how much thinking the pupils have already done. Then he assigns some readings in a series of guidance publications. During the next few class meetings he makes sure that the class understands what each of the courses of study consists of—academic, general, commercial, and vocational—and for what kinds of occupations each is suitable. He urges the boys and girls to be realistic in their choices. In particular he points out that pupils sometimes make poor choices because they are too concerned with prestige or doing what their friends do. (This approach would seem to fit most closely the content-process interaction of cell 2, a combination of Type B content with a Level I process.)

"2. Mr. Smith meets each eighth-grade class one period each week to discuss various guidance topics. The problem of selecting a high school course of study almost always comes up naturally in each group as they discuss their future plans. At that point Mr. Smith helps the class to decide what information they need and how they will go about collecting it. The specific methods vary somewhat from class to class, but generally the pupils divide among themselves a variety of readings, visits, and interviews in order to learn about the courses of study they are thinking about. Then they bring their various findings to class and discuss both the facts and their opinions about the advantages and disadvantages of different courses for different people. Usually each one tells about his own preferences and the reasons for them, and the others comment or raise questions. Mr. Smith tries to get each pupil to

FIGURE I

Interaction of Content and Process in Group Guidance, Group Counseling, and Group Therapy

	Process		
	Level I	Level II	Level III
	Leader plans topics	Leader and group members collaborate in planning topics	Topics originate with group members
Content	Lecture and recitation	Discussions, projects, panels, visits	Free discussion, role-playing
	Facts and skills emphasized	Attitudes and opinions emphasized	Feelings and needs emphasized
	Units in regular classes	Separate guidance groups meet on schedule	Groups organized as needed, meet as needed
Type A Usual school subject matter: mathematics, English, etc.	1	4	7
Type B School-related topics: the world of work, choosing a college, how to study, etc.	2	5	8
Type C Non-school topics: dating behavior, parent-child relations, handling frustrations, etc.	3	6	9

Leo Goldman, "Group Guidance: Content and Process," *The Personnel and Guidance Journal,* Vol. XL, February 1962, pp. 518-522.

think about his educational plans in the light of his previous school history, his parent's values, and other factors. He will often raise thought-provoking questions and will sometimes correct inaccurate information. (This approach seems to be a combination of Type B and a Level II process and therefore would be a cell 5 interaction.)

"3. Mr. Brown sets up groups for multiple counseling whenever he recognizes common needs among several of his counselees. He has just organized a group of youngsters who are indecisive or conflicted about their high school course of study. They have worked out a schedule to meet twice a week for as many weeks as necessary. During the meetings Mr. Brown encourages each pupil to describe his own problem to the group and to explore it in some depth. Some of the youngsters tell about parental pressures, others describe their feelings of inadequacy. Sometimes two or three find that they have very similar problems. Together they try to understand the factors that are operating and then try out on each other suggestions for dealing with their problems. Sometimes a boy or girl finds reassurance just in the knowledge that someone else faces a very similar problem. Mr. Brown makes occasional interpretations and reflections, and sometimes he suggests that they role-play a problem situation or a solution that someone has proposed. When the pupils or Mr. Brown feel that information is needed regarding the courses of study or related occupations, they decide on how to obtain the information. The group disbands whenever it appears to the pupils and Mr. Brown that their purposes have been fulfilled. (This approach would seem to belong to cell 8 or 9, since it involves Type B or perhaps C content, with a Level III process.)"

OVERVIEW OF MONOGRAPH

Having recognized that the counselor will be using combinations of techniques and of processes to fit the changing pattern of content, and that these are not mutually exclusive, the following discussion is posed in terms of rather rigidly segregated techniques in the hope that the clarity of presentation will be enhanced.

The first chapter, titled "Group Guidance," will contain a general discussion of the content to which this group of techniques is applicable, and of the processes involved in the successful pursuit of this area of guidance activity.

Within the chapter on group guidance will be discussed the major areas of technique which have come to be more closely identified with group guidance as contrasted to group counseling or group therapy.

The section titled "Large Group" will deal with the techniques that may be used in disseminating information to groups of larger-than-classroom size, and in assuring that the information has been received and understood in its relationship to the recipient. The focus will be on methods of presentation and on possible ways of securing immediate and/or delayed feedback.

Under the heading "Small Group" will be considered the wide range of group guidance approaches to small group discussion in the classroom, the homeroom, and in the counselor-led small group meeting, either as a regularly scheduled guidance "class" or as called for special purpose. In this section the focus will be on student involvement (affective discussion) and simulation, and the discussion will go into the utilization of such specialized areas of technique as case history and role playing. The continuum under this heading will range from the relatively simple class discussion to the more complex sociodrama.

In the second chapter, titled "Group Counseling" we will give our attention to this little understood, little used, and much needed technique. The discussion will deal in detail with the mechanics of group selection, and the dynamics of the group as it forms, moves forward, and separates. Because an adequate mastery of its mechanics involves something more than a mechanical knowledge of its operation, an attempt will be made to impart a sense of the "artistry" involved in leading a group of this type. Because it is so little used, and thus so little experienced, experimental evidence will be reported upon, showing its past successes and failures. And because of its relative lack of structure, there will be an outline of topics that students most often choose to discuss.

In the third chapter, under the title "Group Psychotherapy" those techniques will be discussed which are not attempted by the school counselor because of the depth of psychological or psychiatric background needed for adequate leadership. They are included in this paper for two reasons: (1) That the school counselor may know a little about the group techniques his counselees may be experiencing in referral agencies, so that he may more intelligently go about his business of referral, and (2) That the school counselor may borrow from these techniques those aspects which are applicable to his group counseling activities.

The fourth chapter of the monograph will deal very briefly with a number of miscellaneous aspects of group work such as: application of techniques by grade level, parental group counseling, and counselor self-analysis, which do not fit readily into the chapter and section divisions of the preceding part of the paper; and will conclude, as will all chapters, with a brief annotated bibliography of books and articles which should provide the counselor with a depth of understanding impossible to achieve from a paper of this size.

PHILOSOPHICAL ORIENTATION

Before going into a consideration of the individual techniques and their mechanics and utilization, it might be well to here consider some of the philosophical assumptions upon which the approach to group work in this monograph is based. A number of the quoted passages which state and support these assumptions were written or spoken in reference to group counseling or group psychotherapy, but have applicability to the whole broad range of group work.

In March, 1967, at the American Personnel and Guidance Association Convention, Walter M. Lifton, Co-ordinator of Pupil Personnel Services, Rochester, New York, delivered a speech (3) dealing with the "group centered" approach to group counseling. In the course of the speech he listed eleven assumptions upon which he felt the group centered approach was based, and which he felt were "critical to our current society." Declaring that counselors desiring to use the group-centered approach, "will have to accept the validity of these assumptions, since no one can implement a theory that violates his basic beliefs," he ticked off the assumptions which are listed below:

"1. Individuals and groups, when freed of threat, strive toward healthier, more adaptive kinds of behavior.

"2. Each individual lives in a world of his own, bound by the uniqueness of his perceptions and past experiences. No one can share past experiences or perceptions with another. We can only help people experience and clarify their own perceptions. Each group member checks his perceptions of reality by comparing them with significant 'others'. The most important 'others' tend to be the member's peers.

"3. Even when the individual is convinced of the correctness of his perceptions, if his behavior, based upon these perceptions, does not cause others to respond to him in the desired fashion, from a purely pragmatic point of view he will have to revise his behavior if he seeks a different response from others.

"4. Because everyone needs ways of defending himself and avoiding unacceptable pressures, everyone has defenses which may cause behavior that is inconsistent with the verbalized goals he states to others. These defenses are necessary to existence and cannot be removed until a substitute is found.

"5. People react to each other based upon what they feel the other person's behavior implies. Because of the incongruity between a person's communications to others (on a feeling versus a content level), breakdown in communications occurs. We assume people respond to what we say, rather than the feeling our words convey.

"6. By providing acceptance and support to individuals and groups, they may be less constricted in their perceptions of their behavior, feeling safe enough to let themselves face feelings they know exist but couldn't before afford to acknowledge.

"7. Since most people tend to move in their thinking from the concrete to the abstract, members dealing with their here-and-now problems in the group are more likely to see the relevance of the group's activity, and, given the security of the group, are likely to be able to generalize from their current experiences to past ones, which then have new meaning. Put in another way, by dealing with the here-and-now we also alter the meaning and importance of the past.

"8. The group leader, to be effective, must be able either to live out a variety of group roles or, at the very least, to insure that other group members can serve as role models. Members then learn not only the many types of roles needed in our society, but they also can learn to emulate these roles and thereby increase their ability to cope with society.

"9. Society is not something external to the lives of the group members. The group members by their behavior have a vital role in setting the limits and mores which individual members learn to understand and live with.

"10. In a democratic society the ultimate source of authority is not vested in a single individual, but remains the responsibility of the entire group.

"11. The group provides all the elements needed to assist change. It offers support, feedback of perceived behavior, information about alternatives that could be considered, reinforcement of positive behavior and rejection of unacceptable behavior, and new experiences designed to broaden the repertoire of experiences and skills needed to cope with society (the group).

"A simple summing up of these assumptions would suggest that group-centered counseling is a humanistic, existential approach, where the source of support for the individual rests upon each person's perceived dependence on his fellowman and his willingness to help others, since in the process he helps himself."

Nicholas Hobbs (4) is discussing group psychotherapy, but what he has to say in the following quote seems to apply extremely well to counselor attitude in all successful group work. "The basic principles of non-directive therapy apply in the group situation as well as in the work with the individual. Of primary importance is one's own personal philosophy, one's attitudes toward people. More and more, techniques seem less and less important. Techniques come later; they grow out of and are demanded by one's orientation to human relationships in therapy. To be effective in therapy, it is believed, requires a deep and abiding confidence in the ability of most people to be responsible for their own lives. It requires some humility about how much a person can do for others, aside from making it possible for them to realize themselves. It requires putting aside tendencies to evaluate what is good and right for other people. It requires a respect for their integrity as individuals, for their right to the strength giving act of making and living by their own choices. And it requires, perhaps above all, a confidence in the tremendous capacities of individuals to make choices that are both maturely satisfying to them and ultimately satisfactory to society."

Marilyn Bates (5), in a discussion of the things students talk about in the group, includes a passage which goes far in describing counselor role and attitude, and student reaction in the group. "The world of the adolescent is a very real world and the rules are for keeps. Your entree of trusted counselor that permits you to enter this world carries with it the responsibility to understand and accept. If you dare judge or moralize, the masks will be assumed and politely but firmly the doors to this world will be closed. If you can enter into this world, reflecting, clarifying, summarizing, in the group but not of the group, functioning as a counselor and not a member, then through the group process the counselees can clarify their value system as they struggle with their search for identity. You, as counselor, may even do a little of the same."

SUMMARY

This monograph, then, will examine group work along a continuum of content, process, and technique, based upon a philosophy that recognizes and places its stress upon the responsibility, integrity, and decision making ability of the individual.

References

1. Murphy, Sister Mary Thomas, Speech delivered at the American Personnel and Guidance Association Convention, March 1967.
2. Goldman, Leo, "Group Guidance: Content and Process," *The Personnel and Guidance Journal,* Vol. XL, February 1962, pp. 518-522.
3. Lifton, Walter M., Speech delivered at the American Personnel and Guidance Association Convention, March 1967.
4. Hobbs, Nicholas, "Group Psychotherapy in Preventive Mental Hygiene," *Teachers College Record,* December 1948, pp. 171-177.
5. Bates, Marilyn, "Themes in Group Counseling With Adolescents," *The Personnel and Guidance Journal,* Vol. 44, No. 6, February 1966, pp. 568-575.

Suggested Reading

Books

Bennett, Margaret E., *Guidance and Counseling in Groups,* (McGraw-Hill, New York), 1st Edition, (*Guidance in Groups,* 1955), 2nd Edition (1963), 3rd Edition (1965).

The material referred to in this monograph appears in the 2nd Edition. The 2nd Edition provides an excellent view of the group guidance and group counseling areas, and goes into many practical applications. Each chapter has an extensive bibliography.

Lifton, Walter M., *Working with Groups: Group Process and Individual Growth,* (John Wiley & Sons, Inc., New York) 1st Edition (1962), 2nd Edition (1966).

The material referred to in this monograph appears in the 1st Edition. Lifton writes in a style easily understood by the practicing counselor and illustrates many of his concepts with very applicable protocol material. This book should be high on the reading list of the counselor who wants to get a sense of the atmosphere of group work.

Olmsted, Michael S., *The Small Group,* (Random House, New York, 1959).

An excellent paperback which presents the theory of small groups in an easily comprehended, straight-forward manner.

Articles

Shaw, Merville, and Rosemary Wurston, "Research on Group Procedures in Schools: A Review of the Literature," *The Personnel and Guidance Journal,* Vol. 44, No. 1, September 1965, pp. 27-34.

Super, Donald E., "Group Techniques in the Guidance Program," *Educational and Psychological Measurement,* Vol. 9, 1949, pp. 495-510.

Chapter I

GROUP GUIDANCE

There was a time when all group work in guidance was called "group guidance." But, as the education-oriented counselor began borrowing techniques from his brother counselors in the psychological and psychiatric fields, he soon discovered that he was at times working with levels of technique that were very close to what others were calling psychotherapy. He felt that he was probably inferior in his psychological background to the psychologically-oriented counselor who was known as a psychotherapist, so he hesitated to call his technique psychotherapy. But he realized that what he was doing had little relation with what he had been calling group guidance, and he set about looking for a new name for his new technique. The names he came up with will be discussed in a later section. Our concern now is with what was left behind under the old heading, "group guidance."

TECHNIQUES FOR DISSEMINATING INFORMATION

First, remaining under the old heading are all the techniques aimed at information dissemination. To some, this is all that is meant by group guidance, and many group guidance classes were run pretty much like subject matter based classes.

But some group guidance class teachers (many were really functioning as teachers) discovered there were times that they were more concerned with attitudes than with facts, and that their factual presentations seemed to have little effect upon attitudes. The student, sitting there passively taking in the facts was not at all involved, and, not being involved, was not affected. These teachers started resorting to some structural innovations aimed at arousing interest, and, more importantly, aimed at involving the student as intensely as possible in the discussions. Since the innovations were of the *teacher's* invention or initiation, and since the work of the group still had structure and many other features of the old group guidance class, these student-involving techniques are considered group guidance.

The counselor must, at times, pass factual information on to groups. His concern is that it be inclusive, that it be understood, and that it be remembered so that it can be utilized at the time it is needed. In accomplishing these objectives he must be a good teacher. But the good teacher may often stop with the act of presenting the information. The group guidance leader has an additional concern. Whereas the English teacher may state that all sentences must start with a capital letter, she really doesn't need to concern herself with the student's feelings concerning the matter. This is a rule of grammar, and the student has no real decision to make. On the other hand, all information the group guidance leader disseminates has, by its nature, a personal application which usually calls for some sort of decision on the part of the student. For example: The counselor announces the date of the next College Board Examination, and the listening students are wondering, "Should I take it on this date or later?" "Should I take the SAT and the Achievement Tests on the same day?" "Should I cram for the test?" "Which Achievement Tests should I take?" "The college says I may take either the ACT or the College Board, which should I take?" "Do I really have a chance to get into college, or am I just kidding myself and throwing away my money if I take the exam?" A guest speaker discusses Laboratory Technology, and the listening students are wondering, "I like to talk and move around. Would I like this kind of work?" "My math is poor, but I like science. Would I be able to do this?" "My parents don't think girls should go to college. Will I be able to talk them into letting me get the education I need for this?" The student in group guidance must thus be involved in the presentation in some manner which allows him to sort out the presented facts so that they apply directly to his particular needs. In the course of this discussion of group guidance, possible ways will be outlined in which this added dimension of information presentation may be best served.

LARGE GROUP

There is much information of a guidance nature which is useful to large groups of students in a form which they all can use. To repeat this information over and over again in individual sessions is gross ineconomy. So the counselor, or his representatives, will be meeting from time to time with groups of varying size to disseminate information in the most efficient and economical way possible. Possibly the chief factor determining the type of presentation he will make will be the size of the group with which he must work. Most counselors are, at times, faced with an auditorium full of students. This would, of course, be considered a large group. Techniques will be discussed that probably are unique to this guidance situation.

Ideally, the only groups the counselor should face in the auditorium are those who very obviously (so obviously that the students are aware of it) have something to gain from a knowledge of the information about to be released. This is not always the case. The counselor may, for instance, find himself presenting an assembly on Health Careers, while many in his audience are thinking at the moment that they are sure they are going to be truck drivers, engineers, career soldiers, secretaries, and plumbers. He has justified this assembly in his own mind with the belief that many of these supposedly decided career aspirants will possibly end up at some time in their lives in health-related careers, or would be interested in this type of career if they knew more about it. Many of them, unfortunately, do not share his belief. Their interest in the assembly is probably in inverse proportion to their interest or lack of interest in the activity from which the assembly has excused them. Also, they have usually entered this auditorium for assemblies that entertain. As they enter today, it is quite possible that their motivation for learning is very, very low. What type of presentation does this counselor use?

Probably he would be wise to present a program which has as much entertainment value as is possible without unduly limiting its educational value. Good entertainment, in and of itself, elicits a degree of emotional involvement from an otherwise passive group. Thus, the standard here is *good* entertainment, aimed at holding the attention of the group, and in, if possible, emotionally involving the passive listener in the subject matter at hand. In this sense, the counselor, while retaining his identity as a counselor, has become a teacher and a showman.

Types of Large Group Presentations

The type of presentation will often be determined by the materials with which the counselor must work. If the spoken word is all he has, how can he reach the student whose chief response to a lecture is slumber or reverie?

It might be well to look for some format that will utilize a variety of voices, or better, a format that will elicit audience participation.

The counselor might divide the material to be presented among a number of speakers and present a *symposium* in which they each speak in turn. The student thus has a number of points at which he can return his attention to the auditorium in expectation that *this* speaker might be more interesting than the last one. He may add the feature of verbal interchange, available in the *panel* type of presentation, in which the participating speakers respond to each other's remarks in a conversational interchange. The informality of this type of presentation and the possibility of disagreement and verbal conflict, along with the more frequent change of voice, is likely to arouse more student interest than the symposium. Or, if the subject matter of the program warrants, the counselor can limit his panel to two, and conduct a *dialogue* in which the two participants respond to each other.

The counselor may invite the audience to ask questions or even offer comments in a *forum* type of presentation. Of course, he may work up any combination, such as the *panel-forum,* which would fit the subject matter and, at the same time, arouse audience interest.

Dramatizations require quite a bit more preparation, but are high in attention-holding value. There seem to be very few published scripts, but the writing, by either the counselor or an inventive student, should be a relatively simple matter. Such subjects as the proper and improper way to conduct one's self during a job interview, or how and how not to study, lend themselves to easy and often entertaining scripting. The counselor who is fortunate enough to have a cast of dramatically talented and intelligent students may even heighten interest by experimenting with improvisational presentations to illustrate points raised in questions or in his prepared speech.

The discussion so far has dealt with the counselor who has nothing but the human voice to work with. Recognizing the greater entertainment and interest value in playing to the eye as well as the ear, the counselor-teacher-showman would be very wise to consider making use of some of the many *visual-aid* materials that are now available either free or at very low cost.

Most counselors are on the mailing lists of a number of the companies who are producing films, so that they probably have catalogues from such producers. They also, in most cases, belong to some national directory service which lists the names and sources of many hundreds of free films available, or hold membership in a local film loan service through which the school secures films. Colleges, industries, and numerous organizations are producers of often superior films which would fit in as integral parts of large group presentations.

Although many *film-strips* fall short in interest value for large group presentation, there are some which could be used with excellent effect in either large group or small group presentations.

Content of Large Group Presentation

What types of information should be dealt with in large group presentations? As was mentioned earlier, there will be times when, through the counselor's choice, or quite often, through directive from the administration or the assembly planning committee, the counselor will find himself with an audience that consists of all members of a class, or of all students in senior high school, or all students in the school. Here the types of information that will be of value to all are limited. Recognizing that the program will not be of immediate value to all, the counselor might concentrate on programs which deal in overviews of such areas as post high school educational and occupational possibilities, in the hope that the program will be planting seeds for future germination in the minds of the younger or less mature in the audience, while providing guidelines for those in the audience who are ready for the information. The program can deal in broad terms with the school's course of study in preparation for later small group or individual scheduling. If the school has a homeroom program, or a guidance small group program that involves all students in the audience, or a Social Studies or English department that wants to take the discussion from where the program leaves off; a topic such as Values can be introduced, with materials such as the Guidance Associates sound-filmstrip, "Values for Teenagers: The Choice is Yours."

The most desirable large groups are those made up of students who can all benefit from the same information. All 11th and 12th grade boys should have something to gain from a general discussion of Selective Service and of enlistment possibilities and requirements. All 9th, 10th, and 11th grade students who are potentially college bound have much to gain from a discussion of the College Board exams, ACT, college application procedures, and scholarship information. All 6th grade students will gain something from a discussion of junior high school rules and regulations and 7th grade course offerings. Small group discussions and individual interviews will often follow, but much of this information can and should be disseminated in the large group, so that more time can be devoted to the individual applications later.

Evaluation

The program, no matter how general, was a guidance program, and, as such, was of individual importance to a great many of the individuals present. Did they understand what they heard? When they applied the information to themselves individually, did the implications of that application raise new questions or possibly even anxieties? Does the counselor know how the information he just tossed out was caught?

If the assembly was really a guidance assembly, there should be some follow-up.

The sooner the follow-up the better. If possible, although admittedly the physical arrangements often make it rather awkward, there should be some attempt to elicit feedback while the students are still in the auditorium. Different sections of the auditorium can be designated as sub-groups instructed to comment or ask questions concerning specific aspects of the program. Caution must be exercised, though, to avoid the development of private conversations between the stage occupants and individual members of the audience, which tend to exclude the larger numbers from the proceedings.

Even if the utilization of immediate feedback in the auditorium has been reasonably successful, there should be some provision for small group follow-up, using homerooms, guidance classes, or subject matter classes. If the boys have just come back from the assembly that gave out information concerning Selective Service and enlistment, what does it mean to them individually? Should Tom enlist before he starts to take over his father's business? Dick feels he will go to college eventually, but he doesn't know now what he wants to take. Should he go into the armed forces now and get it over with, while considering his future career? Harry would like to learn a trade. Should he try for an apprenticeship or enlist and hope for training in a trade while in the Army? Of course there will be opportunity to discuss these things individually in later interviews, but the assembly was today and there is no better time to at least give some organization to individual interpretation.

If the counselor has thought ahead and has a cooperative, guidance minded faculty, he might have discussed the program with his faculty prior to the assembly and encouraged them to form student *listening teams* in the classes meeting before the assembly. Each team, a subdivision of the class, would be asked to report back on a different aspect of the assembly presentation.

If no advance arrangements had been possible, the classes meeting after the assembly may be asked to form *buzz groups,* again subdivisions of the classes, which would be asked to meet briefly in their subgroups to prepare a report to the class on some aspect of the assembly program.

Whether the discussion uses some structure such as the listening teams and the buzz groups, or is a free general discussion, is not as important as the need that there be some form of follow-up discussion to evaluate, interpret, and apply the information disseminated at the assembly.

SMALL GROUP

In reality, all of the remaining techniques in this monograph are small group techniques. Some of the "small" groups will be as large as the rather cumbersome crowded classroom of 40 students, while most will hopefully be much smaller.

The small group has many advantages over the large group. If the small group is the proper size, each member will be able to be heard as often as his needs require. If the counselor is disseminating information, he can find out at any time whether his information is being received and correctly interpreted. He has only to ask, and to LISTEN to the answers he gets, or doesn't get. Here it is possible for the counselor to get to the individual application of the information quickly, and to measure the reaction to that application just as quickly. As the information he is disseminating takes on the more subtle shadings required in such complex areas as self-understanding, so too does the way in which he asks his questions and in which he listens for indications of answers.

Content of Small Group Discussion

Most small group guidance is concerned with two areas of information: 1. The individual must possess a knowledge of his own characteristics (aptitudes, interests, attitudes, etc.), and 2. The individual must possess a knowledge of the environment or situation to which these characteristics are to be related (world of work, curriculum choices, post-high school opportunities, etc.). It is the aim that in the process of acquiring this information, the individual will also acquire some insights as to how he can most efficiently combine these two areas of knowledge to provide him with a set of rewarding directions in life, and that he can so project himself into the environments which he must encounter or which he must consider encountering that he can make intelligent and wise decisions concerning his relationships with these environments. To illustrate very briefly: Jim, who comes from a small rural town and sheltered home, has shown few signs of initiative, has slightly above average intelligence, and has always sought faculty help in his study halls, is now debating whether to engage in premedical studies in a small local college or in a city university identified with a fine graduate medical school. Does Jim understand those aspects of his make-up and his background which will be important in making this decision?

The second area of information, the environment, is really the only one that can be dealt with in the large group. It is also the one most often worked with in the subject matter classes. The English class may give the student some mechanical tools, such as the data sheet, the letter of application, and the written job description, which will help the student into his entry into the world of work or post-high school education. The Social Studies class might aid the student in doing a job survey. But these are really the tools of the environment. The English class may assign an autobiography and grade the English content, but will usually hand the paper to the counselor for any handling with regard to student self-knowledge.

It is in the guidance group, conducted by the counselor, or the homeroom, presided over by a guidance oriented teacher or, at least, by a teacher under the supervision of the guidance department in this activity, that we deal with the information in area one, the student's knowledge of his own characteristics.

Student Self-Knowledge

The type of information in this area most in evidence is the test result. The general public has equated guidance and testing for almost as long as there has been guidance. Yet there remains the question of the wise and proper use of test results.

How many counselors have test results in their students' cumulative folders that have never been discussed with their students? If asked to do so, some might look, and find a DAT or a Kuder or an Otis that was administered, sent away to be scored, returned, filed in the student's folder—and left there, to be disturbed only by an inquisitive teacher who was wondering why the student wasn't doing better.

Why was the test administered? The counselor has taken two hundred students out of class for a total of four hours to take the DAT. He has drafted ten teachers to spend at least one hour each in proctoring, and has switched classes and moved study halls so he can have a large testing space for two hours on each of two days. In general, he has made a mess of the better part of the school routine for two school days. He has packaged the results and sent them away to be scored, and has received, in return, long typed lists of scores, and some paste-on labels, and, if he has ordered them, he has also received some individual student charts imprinted on single or six page interpretation folders. Why did he do it? Did he do it so his Principal could say, "Yes, we give the DAT in ninth grade." Did he do it because he just wanted to know how well the aptitudes of his counselees matched their achievements? Did he intend to discuss the scores with the teachers? Did he intend to paste the scores in the individual folders so the information would be there in case somebody needed it in the future? Was he going to let the students in on the results?

If he was going to share the results with the students, how was he going to do it? Was he going to hand the pile of individual charts to his secretary with instructions to pass them out to the students as they came in during free periods? Was he going to assemble all two hundred in the cafeteria and hand the results out to the accompaniment of a general talk on their interpretation? Was he going to attempt to see each student individually to discuss the interpretation of his results?

This idea of seeing each student is, of course, the guidance ideal, but, with today's counselor load and the number of tests being administered, the attainment of the ideal would leave the counselor little time for other counseling or activities.

The secretarial hand-out offers no chance for discussion. The large group allows little chance. The individual interview just cannot be done in the amount of time available to the counselor. What is left? The small group.

Unfortunately, many guidance programs have developed a sort of "1984 Big Brother" image in the eyes of the beleaguered student. We often become a big eye, always watching, taking notes, forming judgments, and making secret decisions which result in the manipulation of the subject. "We know how intelligent you are, but we don't believe you are capable of handling the information." "We have a complete file on you that will be here the rest of your life, affecting your promotions, your success in job application, your credit, and your security clearance with the government, but we are not about to tell you what is in it." "We are here to judge you and to help others in judging you, but we do not have the time to help you judge yourself. Besides, you are too young."

Any information secured concerning the student, through the cooperative efforts of the student, should be available to the student—adquately interpreted, and with adequate opportunity for the student to ask questions and discuss the material. This should be true of test results and perceptions gained from autobiographical writings, questionnaires, inventories, and remarks elicited in counseling. Today's students have a higher degree of psychological sophistication than is generally credited to them. If the counselor thinks the information is beyond their comprehension or competency to handle, he should translate into language that is not. If he doesn't think they can handle IQ's, let him deal in percentiles or stanines. But let him share what he knows about the student with the student.

The opening sentence in the preceding paragraph contained the qualifying phrase, "through the cooperative efforts of the student." There are, of course, some types of information concerning the student that cannot be passed on directly to the student, at least in its raw form. Teacher personality ratings, for example, would soon cease to exist, or would become grossly inaccurate if the teacher-rater became aware that his ratings were being read by the rated student. Most students would be very reluctant to enter names on the sociogram blanks if they thought the owners of those names would know who listed them. In addition to the probability that the sources of this type would dry up, there is the possibility of harm done by excessive bluntness in this sensitive field of social acceptance.

Here is an area in which the small group is in many ways superior to the individual interview. Picture the counselee in an individual interview sitting there a few days after the administration of the sociogram. The counselor starts talking about popularity and personality. It is certainly possible that the counselee is thinking, "Boy, there must have been a lot of kids that put me at the bottom of the list in that thing he gave us last week, or he wouldn't be talking about this stuff. He knows nobody likes me, and he knows I know it. How can I talk to him about this? I'm too embarrassed." But if the same counselee is placed in a group of ten a few days after the sociogram is administered, and the group leader starts talking about the same two subjects, the counselee has no reason to feel a personal accusation of unpopularity, and probably feels much freer to discuss what has been causing personal concern.

The same can be true for the treatment of teacher personality ratings. The counselor can note an area of deficiency on a number of ratings of the members of the group, and launch into a discussion of that area without revealing teacher comments or implying that the indicated deficiency exists in any one particular member of the group. This would be much more difficult to accomplish in the individual interview.

Knowledge of the Environment

The student who is engaging in the life-time task of knowing himself, must at the same time be conducting a continuous examination of the environment to which he must relate, and must be continually projecting the self he is learning to know into those present and future environments in which his decisions, or the course of events, might possibly involve him. He must be asking himself, "How will I fit into this situation?" "What will it be like if I decide to do that?" "Would I, as I understand myself, be happy doing day-to-day tasks involved in that kind of work?" "Would I, as I know myself, be able to thrive in a school life as impersonal as that at the University?"

This area of study, like the study of self, does not begin or end with the school years, but starts in the crib and ends just short of the grave.

In the student's study of his environments, he must be able to develop a process of judging their relevance to his needs, to his desires, and to what he has to offer. He must be able to judge the accuracy of what he perceives, and to establish for himself certain Truths or standards upon which to base his judgment, while recognizing that these standards are subject to revision as his knowledge increases. He must be able to set goals within those environments, both intermediate and long range, and must be able to make a reasonably accurate appraisal of the attainability of the goals he sets. And he must be able to select, and make his own, those aspects of the environments that will contribute most to his physical, mental and emotional growth.

One thing just as sure as death and taxes is the fact that our world is continually changing at an ever increasing rate. In vocational planning, the jobs that we discuss today may no longer be in existence when our group members are looking for work, and there will most probably be thousands of types of jobs not dreamed of now. In educational planning, what counselor has not made the mistake of repeating some information he learned from a college catalogue last year, only to find that that information had been radically changed within the year. How out of date are last year's College Board profiles, last year's tuition rates, last year's salary schedules, and even last year's perceived values.

How then must we deal with vocational and educational planning in the small group? Rather than attempting to match the student and the job as we often did in days gone by, we must help him develop a *process* of matching himself to jobs or job areas at some future time when the need arises. He must learn to recognize a world of work with fewer and fewer absolutes and must learn to modify his application of his characteristics to that world to fit its changing requirements. We must concentrate, not on his picking a career, but on his knowing how to pick a career.

His career day talks with representatives of different industries should be aimed, not at selecting an industry for his life's work, but at learning how he will decide to do the selecting. His visits to industry will be aimed at learning what to look for, not so much at what he sees. His talks with college representatives will be aimed at discovering what he will want to look for in college. His discussions of values will be aimed at developing a process for the objective evaluation of the values, not the acceptance or rejection of a certain set of values. There will be the career talks, the plant visits, the occupational briefs, the college representatives, the college catalogues, and the units on citizenship and popularity, but the stress will be on how to handle these figurative lobbyists, not whether or not to accept their wares.

This consideration of knowledge of the environment would also include an area of orientation. Guidance has taken an ever larger role in easing the advancement from one level of education to the next, and the movement from one school to another. From elementary school to junior high or middle school, to senior high school, to college; from a school in Tennessee to a school in Pennsylvania; guidance is there with special assemblies, personal interviews, and small group meetings that often extend through the year.

Summary—Techniques for Disseminating Information

To this point in the monograph the focus has been on ways in which the student can be aided in his consideration of information concerning himself and his environment, and of his relationship to that environment. We have considered the large group, with its limited value and its utilization of entertainment, generalized approach, and the attempted elicitation of feedback; and the small group in information dissemination, with its larger range of usage and its utilization of the principles of learning. It is recognized here that there is much that can be *learned* in group guidance, and that, among other advantages, group guidance often offers the most economical, efficient, and most effective way of dispensing basic information needed by large numbers of students.

TECHNIQUES WHICH EMPHASIZE SIMULATION

One of the chief faults found with the earlier group guidance and homeroom programs, which relied mostly on instruction, was that they seemed to have little effect upon the attitudes and behavior of the program participants. Even the better students, who memorized best and recited most often, seemed to be little changed by the experience. The underachieving student went through the unit on how to study, and seemed to be learning the rules. He looked at his psychological test scores with interest. And he read up on some occupations that seemed to interest him. But he remained an underachieving student. "Surely," reasoned his homeroom teacher, "if you are shown how much ability you have; and you see that, for the type of career you wish to enter, you need a college education; and if we can teach you how to study; you will wake up and use these newly learned study methods along with your intelligence to do the work required to acquire the record needed to get the college training required to enter the career field of your interest." But it didn't always work that way. The underachiever remained the underachiever, and his gains from the homeroom class seemed to be no greater than from the classes in which he was failing to achieve.

The student was learning about himself, at least the objective facts about himself. He was also learning about his environment. It was the third process that was not following as automatically as most group guidance advocates thought it would. The student was not relating himself to the environment. How could the counselor get him to do this?

It was at this point that a number of group workers started developing techniques aimed specifically at getting the student to imagine himself in simulated environments, sometimes those of others, other times those he himself will possibly face. The idea was to pull the student into the environment, or to actively involve him in material being discussed. A term for this involvement is *affective discussion*. This term would also include many of the techniques listed under group counseling and group psychotherapy, so it will not be used as a major division in the techniques. Suffice it to say that from here on in the techniques considered, the aim is to involve the student.

In this grouping of techniques which emphasize simulation there are those approaches which ask the student to imagine himself in the other fellow's place while considering the other fellow's problems (the case history, the studies of characters and their problems in literature, films, filmstrips, and recordings); and those which ask the student to participate in enacting a simulation of incidents concerning another's problems or possible future problems of one's own (sociodramas).

Case Histories

There are two basic types of case histories: the illustrative case history and the problem-centered case history.

The *illustrative case history* presents a problem and then goes on to show how the problem was handled by the person whose case is being presented. The technique is weak in involvement value in that it takes the case all the way through solution, showing what was done and how it was done. The student is asked to do little but follow along in the account, or, at best, asked, "Would you have done it that way?" In one common use, the counselor exhibits the disguised records of various former students, shows what educational, occupational, or personal decisions were made, and possibly goes on to show what happened as a result of those decisions. The group member can imagine himself as the person whose case is being described, but is not really asked to make the decision.

The *problem-centered case history* stops short of the solution and proceeds to involve the student in the decision making. Students are required to examine data, to consider alternatives, and to select the "best" choice. Here the student is asked to become a part of the situation, to feel the problem, and to imagine how he would solve the problem. Since the case history itself provides no "correct" solution, the student is free to form his own, but has the responsibility of defending his thinking against the attacks by other equally free-thinking members of the group. The counselor's responsibility is to keep the discussion on the track, to keep the focus on the issues involved, to subtly point toward the deeper, less evident perceptions, and to assist the student in his projection into the situation.

Two cases, one dealing with values and one with vocational and educational decision, might serve to illustrate the possibilities inherent in this approach.

Jim is a reasonably good student who has done especially well in academic mathematics and academic science. He comes from a rather poor family which would find it impossible to finance a regular college program. His efforts at job and scholarship seeking have produced two offers between which he must decide. The first offer is an apprentice position in a very large local industry which would give him a five year preparation in electrical technology. The second offer is a full-tuition scholarship for a two-year Associate of Arts Degree program in the same area of study in a local branch of the state university. The apprenticeship would, of course, give him greater income during the first two years, but the university would give him a degree and more intense preparation during that two-year period. Which should he take?

The counselor using the illustrative case study method might go on to tell that Jim decided to take the apprenticeship, might have gone into a detailed accounting of Jim's reasoning, and then might have either let it rest there or have asked the members of the class to discuss their agreement or disagreement with Jim's decision.

The counselor using the problem-centered case study method would ask the members of the group to put themselves in Jim's place and imagine what Jim would decide to do. They would then be asked to give their reasons for their decisions, and the resulting discussion would hopefully get into such subjects as: the value of a degree; the value of on-the-job experience; the point in taking subjects not directly related to the major area, such as a possible English course at the University Center; the comparative value of immediate income against the opportunity for greater later earnings; and, most important, the need for weighing the advantages and disadvantages of possible vocational and educational choices before taking the first, the most lucrative, the most convenient, or the most flattering offer. The student, in projecting himself into Jim's place, must also consider how the decision would fit him personally. Does he want to go on in the more bookish, theoretical preparation he would be likely to get at the University Center, or is he tired of the desk and eager to get his hands on some machines? Is he willing to go along with two more years of economic dependence on his family, or is it important for him to get economically on his own two feet? Does he want to continue a while longer in the comparatively sheltered world of education, or is he eager to go out on his own to compete in the market place? Many self-searching questions, similar, but individually applicable, can grow from this type of discussion, even if none of the students are facing Jim's specific decision.

A second case, this time dealing more directly with values, might read somewhat as follows: Tom is a good student who ranks high in his class. He wants to go to Lehigh and realizes that he must keep his grades up if he wants to be accepted. Social Studies is not one of Tom's strongest subjects, so he spends most of his time during the week preceding a major examination in intensive study, convinced that the grade in the test will determine whether he gets an A or a B as a final grade for the subject. Tom is only moderately popular and wants very much to be accepted by a group headed by Fred. Fred, whose grades are also good, does not work as hard to earn them, and spends most of his time furthering his social life and relying on his rather high intelligence. During the week that Tom is studying for the Social Studies examination, Fred is busily engaged in final preparations for the Senior Class Trip and is unable to do any studying. His solution to the problem this presents is to approach Tom with a plan whereby Tom could supply him with the answers during the test. Tom realizes that his acceptance by Fred and his group depends on his being an "O.K. guy" and that this type of cheating is common among them. He also realizes that the Social Studies tests are graded on a curve, so that any increase in Fred's grade, and possibly also those of Fred's friends, could lower his position on the curve. Also there is the chance of getting caught, with resulting loss of any credit for the test. What should he do?

The counselor using the illustrative case history method might go on to tell that Tom decided against the cheating and would discuss in detail Tom's reasons for making this decision. The class could be asked if they agree, and discussion would be on the arguments for or against his decision.

The counselor using the problem-centered case history method would ask the members of the group to put themselves in Tom's place and imagine what they *would* do, and also what they *should* do if there was a difference between their *would* and *should?* In discussing and defending their positions, the members of the group could get into the concepts of popularity, acceptance, conformity, the relative values of social and academic success, such related areas as long range goals; and possibly, with great group leader skill and tact, they may even get into the corn encrusted area of honesty.

The greatest worth here in the area of values is in the individual group member's feeling that the problem is his, and in projecting himself into the situation so that he can feel the tug of social acceptance competing with his desire to live by a set of standards that he, with some degree of conscious awareness, recognizes that he must assemble for himself. The counselor cannot be satisfied with the supplying of the Establishment's view on these matters. He must muster all his knowledge and skill toward the end that the student thinks and feels the conflict, and that the student recognizes *his* responsibility to make decisions that are his own, and to live with responsibility toward those decisions.

Literature and Audio-Visual Media

The Literature the students are reading in English class and the lives they are studying in Social Studies are, of course, loaded with case history material. Most high school students have some acquaintance with Hamlet, Macbeth and Sidney Carton. Is there not some guidance value in a reexamination of Hamlet from the standpoint of his trouble with indecision, or of Macbeth and his encounter with guilt, or of Sidney Carton and the question of sacrifice? The more widely read may be invited to compare Howard Roark's attitude toward sacrifice *(The Fountainhead)* with Sidney Carton's.

Someone has said that history is the story of men and their decisions. Unfortunately for guidance and personality development, most history is not taught this way, and surprisingly few schools even offer a course in biography. Most students, however, have a common background of knowledge concerning certain historical figures, so that the counselor can proceed with minimal supplementary information in presenting case histories based upon problems these figures have dealt with.

Current drama, in live presentation, film, or TV tape, provides case history material with a maximum of attention getting interest. What junior or senior student could not find himself absorbed with the problems of the brothers in "Death of a Salesman" or with the son in "The Glass Menagerie?"

Of course, the case history is not the only group technique served by audio-visual media. Earlier pages of this monograph refer to the uses of films and filmstrips in large group presentations. These uses are equally applicable to the small group. The excellent sound-filmstrips and films released in recent years by a number of companies provide fine informational sources and stimulating embarkation points for group discussion. In the area of vocational guidance the group might start the session by viewing a film of actual job interviews before discussing possible suggestions for interview conduct. In educational guidance, the group might view a film describing life at a large university prior to discussing the relative merits of the large versus the small campus and what the group members are individually looking for in a college campus; or the group may look at a sound-filmstrip describing the College Board Examinations before discussing their future experiences with this increasingly important aspect of college admissions. In the area of personal problem solving guidance, the group may start off a discussion of values with the excellent filmstrip mentioned earlier. These are but a few of the many possibilities presented by films, filmstrips, records, tape recordings, overhead projector transparencies and other members of the growing family of audio-visual media. The greater the degree to which the senses are captured at the outset, the greater the chances of involving the total group member.

Sociodrama

In the problem-centered case history, the student was asked to imagine himself in Tom's place. In the sociodrama, the student is asked to be Tom and to act his version of Tom's problem, and possibly his version of Tom's solution. Here a number of members of the group are drawn into taking roles in what becomes an unrehearsed play performed with unwritten lines. Much of the success of this approach will depend on the way the group leader prepares the group and guides the presentation. If successful, the degree of involvement by all members of the group can become extremely intense and can justify the preparation.

In discussion of the sociodrama the preparation and presentation will be divided into steps and each step will be illustrated by imagining what might have happened to Tom's problem if it had been dealt with by utilizing this technique.

1. *Identification of the problem and selection of the situation*—The group leader should first know clearly just what the problem is that he intends to deal with. Once he has the problem clearly in mind, he should select carefully the dramatic situation he feels will deal with the problem at the level of interest and understanding of his group.

In the fictional narrative that will be used to illustrate the sociodrama, the counselor has a number of college preparatory students who have been making good grades, but who, according to other students, teachers, and even certain members of their own group, have been engaging in organized cheating quizzes and major examinations. These are intelligent eleventh grade students who will probably be going on to college, and who could probably handle the college work with ease without cheating. The counselor suspects that the pressures imposed by class rank and the need to excel have caused this practice to be accepted to a degree that social acceptance within the group is now contingent upon going along with the group's organized systems of cheating. Realizing that preaching will do no good, and that peer pressures will do much to counteract even good counseling in this type of situation, the counselor has decided to attack the problem through the peers.

He creates the story of Tom, being careful to incorporate the basic elements of the group's problem situation into Tom's situation, while being equally careful to apply enough difference so that no group member recognizes himself as Tom and that no group member's friend recognizes the group member as Tom. No group member has spent the week in planning the Senior Class Trip, and no group member has spent the week studying Social Studies to get into Lehigh. But all are probably cheating, and some are probably doing it because of social pressure.

2. *The group should be motivated*—The counselor must now prepare the group for the presentation of the situation. If possible, the story to be presented should be introduced by some reference to something that may have happened in the school so that they can see a relationship. A permissive environment should be created to the degree that the members of the group feel they can speak freely without fear of censure by the group leader or by the other members of the group. As with the case studies, the group leader must encourage the members to identify with the main character. Probably, most important, enthusiastic interest in the situation must be built so that the members are really actively listening and working out possible solutions, rather than passively waiting for others to carry the discussion.

The members of the illustrative group are all students in an English class whose teacher had wanted to split the class for a few days so that she could work in the library with some students who were preparing research papers. The counselor, as was his practice other years with this and other teachers, agreed to meet with the group that was not in the library at the time. Since the English teacher has been one of those most concerned about the cheating, it was easy to gain her cooperation in selecting the members of each group.

The counselor, in very informal manner, leads into a discussion of an editorial on cheating that had appeared in a recent issue of the school newspaper. In the course of this discussion, the class brings out a number of points that fit well into the counselor's story of Tom. During this period, the counselor is trying to subtly pull all group members into the discussion, and to show an acceptance and interest in some of the statements which might fill out the cheating student's self-justification. Here the counselor's interest is in getting all to speak freely so that all views may be aired, and in building interest and student involvement.

3. *Describe the situation*—Assuming that the group is now in as ready and receptive a mood as the counselor can create, he presents the situation.

The counselor now proceeds to slip as smoothly as possible into a recounting of Tom's problem, ending with, "What would you have done?"

4. *Lead into the selection of role players*—The counselor engages the group in a general discussion of the situation and the problem. He should try to get them to express themselves freely by refraining from showing any indication of opinion on his part, and should encourage the idea that there may be more than one solution to the problem and that all have a right to express their ideas as to what is the best solution. He should try to pull in a variety of comments from as many different students as possible, and should show that all comments are being accepted without censure.

5. *Select the role players*—At the height of this discussion, the counselor should start selecting the role players. Using the views they have expressed, he should try to use students who can feel the part they are being asked to play. Where possible, the supporting roles should be cast from among volunteers to increase the sense of participation.

In the illustration, John has just ventured the opinion that Tom should help Fred out this time because the possibility of Tom's grade being lowered a few notches on the curve is not as bad as the grade that Fred is sure to receive if he doesn't get help.

COUNSELOR: Let's try some dramatics with this thing. John, why don't you come up here and be Fred. You can try your reasons out on Tom. Bill, you were sort of trying to see Tom's side of it a while ago. How about getting up here and being Tom. Let's see, who else could we have? There're some of Fred's friends. Who wants to be one of Fred's friends? O.K., you James, and Sandy, and you Joan.

JOAN: I don't want to be Fred's friend. I want to be Tom's girlfriend so I can talk him out of helping Fred.

COUNSELOR: O.K., you're Tom's girlfriend. I guess we have enough characters for now. We'll add them as they're needed.

6. *Set the stage*—After the group leader has completed the casting, he should quickly arrange a simple stage setting which meets the requirements outlined by the cast.

In the illustration the cast agrees that the scene will take place while Tom is walking home from school, so no stage settings are needed.

7. *Prepare the rest of the group to be participating observers*—The counselor is now concerned with preparing the audience to continue their participation. Here he must discourage a passive viewing of the performance, and try to get the members of the audience to place themselves in the actor's positions. The audience should try to see the situation as the role player is seeing it, and react as he is reacting. During the performance the audience is not to think of their own solutions, but should try to understand the role player's viewpoint. Also at this time the audience should be urged to make the performance easier for the role player by not judging the acting ability, by not being critical of slips in the performance, and by being attentive.

COUNSELOR: Now, you people in the audience, try to be Tom. Try to look at Fred's arguments as you think *Tom* might, not as *you* might. When Fred or his friends Harry and Sally speak, forget that they are really John, James and Sandy; and forget that you are you. Be Tom. Think as you feel Tom is thinking, feel as you think Tom is feeling. If Bill's Tom doesn't turn out the way you think he should, we might give you a chance to be Tom for us later. For now, just be Tom.

8. *Proceed with the enactment*—Now that the counselor has set the stage and prepared the actors and the audience, he should step back as far as he can afford to step. With the possible exception of questionable language, there should be real freedom of expression. This is probably the first of a number of enactments, presenting different solutions to the same problem. If the tone of this enactment is anti-social (or even anti-Establishment), the counselor will have other chances to get at the points he hopes to see made. In the first enactment, if it is the first contact with role playing the group has had, it is quite possible that the group will go to the anti-social extreme to test the counselor, or the idea of free expression. As the idea of free expression is established, the members are likely to return to expressions more in keeping with their real thoughts and feelings. The counselor should not seek to prolong the actual enactment beyond the limits set by the role players, but should feel free to suspend the drama after he thinks the point, or major points, have been made.

COUNSELOR: O.K. now, Tom, you're coming home from school, which is over there on the right. Fred, you come in from the left. Are any of your friends with you, or do they arrive later?

FRED: They're with me.

COUNSELOR: Is Beth with you, Tom?

TOM: No, Fred probably wouldn't ask me to cheat if she was along. I'll see her later, after Fred and his gang have left.

COUNSELOR: O.K. Let's see what you do with it.

TOM: Hi, Fred.

FRED: Hi. Say, I've been looking for you. I'm in a real jam. You know the history exam that's coming up tomorrow? I've been so darned busy with this senior trip stuff that I haven't had a chance to crack a book. I'll flunk it sure. And you know my grades in there aren't the greatest as it is. Do you think you could help a fellow out?

TOM: How do you mean? You want me to help you study?

FRED: No, I don't have the time to study tonight. I got two meetings I gotta go to. No, I thought maybe you could sorta give me some help during the test. I got it all figured out. You know how Baldy reads the questions. With you in the front seat there, you could signal the answers to the true-false and multiple-choice. You know, like pull your ear if it's true. If you don't pull your ear, we know it's false. And we could work something out to show whether it's one, two, three or four in the multiple choice.

TOM: What about the essay part?

FRED: Well, I'll have to trust to luck and my ability to throw a line of bull there. Course, you *could* hold up your paper to read it better, so I might get some ideas.

TOM: Gee, Fred, I don't know. What if I get caught? That'd be the end of it for Lehigh.

SALLY: You know how Baldy buries his nose in the paper when he's reading the questions. You'd never get caught. Besides, you just got an itchy ear, that's all.

TOM: I'm not so sure of that. And you know how Baldy grades on a curve. I've been studying like blazes to get an A in the course. If I go wig-wagging all the answers, and all you guys get them right, what's going to happen to my place on the curve? I don't mind giving a little help, but wouldn't I be cutting my own throat?

HARRY: That's a buddy for you. So you can get an A, you want Fred to flunk the exam. He sits up nights working on *your* class trip, and you want him to flunk the course, so he can't even go on the trip. Man, you got some real friends, Fred.

TOM: No, I don't want him to flunk. I know what Fred does for the class. But, gosh, what about my getting into college? You know that's important too.

FRED: Helping me isn't going to keep you out of college. The essay part is at least a third of the test. You won't be helping on that. I only want a decent grade. You can have the A. I won't bother Baldy's curve.

TOM: How about all the others reading my signals? Like Harry here. Enough of them get the answers right, there won't be a curve and Baldy will throw out the test, cause he'll know something's wrong. And besides, what if I don't know an answer and give you the wrong dope. You'll probably think I did it deliberately.

(Beth has walked in from behind Fred and his friends, unnoticed.)

BETH: What about honesty?

FRED: Oh, hello Beth. I didn't see you.

BETH: I'll *bet* you didn't see me. The nerve of some people. Here you ask Tom, who works like the devil for those As, to put his head on the block, because you're too lazy to open a book. They catch him cheating, and there goes the National Honor Society, and college, and everything. And, I know you guys probably never heard of it, but there *is* something around called honesty. You probably think that's goody-goody, but Tom's an honest guy. He never asked you to help him in an exam. Why drag him down to your level? Why don't you get Sally to help you, or Harry. Harry's the guy whose talking about being a buddy. Let *him* be a buddy and cheat for you.

SALLY: You know that old Harry here doesn't know enough history to help a seventh grader. And I'd sure help him, but I'm in the back of the room, four rows behind him. And who says I know any more than he does.

BETH: You all could if you studied as hard as Tom. You're a bunch of parasites. Who's going to get you through the College Boards? You going to sit in Tom's lap. You better all go to Lehigh so Tom can help you through there. He's just dope enough to help you—to risk everything for nothing.

SALLY: Haven't you ever cheated, Beth?

BETH: I guess I have a few times, but not when it hurt anybody else. I guess I was the only one I was hurting.

9. *Discuss and evaluate*—At an appropriate point in the drama, the counselor should call a halt and, while still being very careful to be noncommittal, attempt to get the group to examine the content of the drama to this point, discuss it, and possibly come up with other suggested treatments of the problem.

In the illustration, Beth has just come up with an interesting insight. This might be an excellent place to throw the discussion back to the group. Beth has really become the main character. The flexible group leader can shift his focus. The actors should be encouraged to stay in character as the group leader and the audience probe their feelings.

COUNSELOR: That might be a good place for now. Tom, what were you thinking while the other four were arguing? How did you feel about what was being said?

TOM: I was embarrassed by Beth. A guy just can't have his girl saying he's so perfect in front of his face. I didn't want to admit that I saw anything wrong with cheating—they would think I was a goody-goody then. I just wanted them to see what a risk I'd be taking.

COUNSELOR: Beth, did you realize that you were embarrassing Tom?

BETH: I didn't think much about that. They were making me mad, and I thought somebody ought to tell them off.

COUNSELOR: Audience, what do you think about this? Would anybody like to comment on anything that was said, or does anybody have any questions to ask of these characters?

CHARLES: Yeah, I'd like to ask Beth if she really believes that stuff about hurting yourself. What would she do if she were Fred—just go ahead and fail?

The space limitations of the monograph force us to withdraw from the illustration at this point. There is, however, one further possible step in the sociodrama process.

10. *Explore other possibilities through further enactments*—If the group discussion progresses to a point at which there might be value in enacting a different approach to the problem, the counselor could lead into the additional enactment as he did the first. A number of enactments, each followed by discussion, can be staged until the time allotted has been used, until the counselor feels that they have exhausted the possibilities presented by this problem, or until the discussion has led into another area of concern. As the discussions progress, students will often draw on their own personal experiences to illustrate points they wish to make. The leader again should be careful to be noncritical, and should also discourage teasing from fellow group members. Where possible, the group leader should attempt to generalize basic observations as they appear.

In reenacting the situation there are a number of approaches that may be utilized to achieve specific objectives. Using the "mirror technique," a new cast may be asked to reenact the original drama exactly as it was done the first time, to show the original cast how their words were perceived by the other members of the group. Another technique would be the reversing of roles. In the illustration John had played the part of Fred because he believed as he thought Fred did. The group leader might suggest that he try playing Tom in the next enactment to see how the situation might look from Tom's viewpoint.

The group leader may break into the original enactment, if he feels the need, to ask how a certain character feels about something that has just been said. In the illustration the group leader could have asked Tom what he was thinking after Beth's first speech. The more experienced role player can make use of the "soliloquy" in which he might address the audience directly to tell them how he feels about something that has been said or done. This would take the form of an aside to the audience which is supposedly not heard by the other actors.

Summary—Techniques Which Emphasize Simulation

This section has covered the range of techniques designed to involve the student more intimately in the process by asking that he imagine himself either in the life or problem of another, or participate in an enactment of a simulated incident concerned with a problem of another or of his own. Starting with the *illustrative case history,* which asks only that the student imagine himself experiencing the problem, while the counselor shows how the problem was dealt with, the account has gone on to the more involving *problem-centered case history,* which stops short of the solution of the problem and asks the student, "What would you do?"

In the discussion of the case history approach, recognition has been made of the broad range of material, available from Literature and from the audio-visual media, that is applicable to this approach, and to most other approaches to group guidance.

The narrative has then examined the *sociodrama,* which asks that the student actively participate in an enactment of the problem and its possible solutions.

In critique, it has been suggested that the problem-centered case history and the sociodrama are extremely applicable to the group in guidance. Fault has been found with the illustrative case history in that it is relatively short in student involvement.

Role playing can provide some very interesting and effective sessions and will no doubt be welcome in most groups. It should be noted, however, that a number of researchers are finding that the less neurotic the group member, the sooner he tires of role playing.

As has been mentioned earlier, these techniques which emphasize simulation have been placed under the heading, group guidance, because they all contain some element of structure. The counselor, no matter how permissive his approach, is still saying, "This is what we will work with and this is how we are going to work with it." It is still, in a sense, a class, run by the counselor.

The progression so far in this monograph has been in the direction of greater student involvement, utilizing simulation as a means to that end, while retaining some degree of structure. In the next section the consideration turns to a sharper reduction of structure in a technique that, in its purer form, has seen relatively little use, but which possibly has great potential.

Suggested Reading

Books

Henry, Nelson B., (ed), *The Dynamics of Instructional Groups*, Fifty-ninth Yearbook of the National Society for the Study of Education, (University of Chicago Press, Chicago, 1960).

An excellent collection of original papers addressed to the sociopsychological characteristics of classroom groups.

Fedder, Ruth, *The School Principal and Staff Develop Group Guidance*, (Teachers College Bureau of Publications, New York, 1962).

A practically oriented discussion of the administrative aspects of establishing and maintaining a group guidance program.

Shaftel, Fannie R. and George Shaftel, *Role-playing for Social Values: Decision-making in the Social Studies*, (Prentice-Hall, Inc., Englewood Cliffs, N. J., 1967).

Shaftel and Shaftel have written an excellent book on role playing of the sociodramatic type. Much of their material is aimed at the elementary school level and could be used by teachers as well as counselors.

Articles

Cuony, E. and R. Hoppock, "Job Course Pays Off," *The Personnel and Guidance Journal*, Vol. 32, No. 7, March 1954, pp. 389-391.

Gribbons, W. D., "Evaluation of an Eighth Grade Group Guidance Program," *The Personnel and Guidance Journal*, Vol. 38, No. 9, May 1960, pp. 740-745.

Chapter II

GROUP COUNSELING

Group Guidance, the collection of techniques that has been discussed so far, has been around for quite a while. There have been many books and articles written concerning its content. Most counselors have worked with its various forms with varying degrees of success. They have staged assemblies; taught homeroom guidance; held career days and college nights; met with groups of college-bound students, groups of failing students, groups of future nurses, groups of underachievers, and groups of many common identities; which they have told how to get into college, how to get the job, how to study, how to fill out this or that complicated form; and with which they have discussed dating, sex, marriage, work, and popularity.

Where their main purpose was to share information, they have mostly felt that the time and effort were justified. Where they were concerned with the student's remaining alert enough to hear the information, they experimented with techniques which combined entertainment with individual student applicability such as those outlined in the large group section of this monograph. Where they wanted some indication from the student that he had heard the information they began to set up buzz groups and listening teams, and went into the small group to allow for greater student reaction and interaction And where their intent was that the student should not only hear the information, but should absorb it and make it part of himself, they sharpened their small group interaction with an introduction of simulation in such forms as case histories and sociodrama.

As they progressed through some of these latter techniques they became increasingly concerned with the problem of student attitude. Agreed, the student was beginning to understand himself and those around him, but was this understanding producing any real modification of attitude? In some cases it was, but in many cases the techniques were not able to penetrate through the thought processes to the feelings. The counselors did not want to be GOD or even Mr. Orwell's BIG BROTHER. They did not want to conduct a brain washing laundry for robots. But they did, at times, hope that some of their group work might actually have some real effect upon attitudes, that they might actually cause the changing of some values, or at least cause an emotion involving examination of values.

Here, developing, was the problem of communication. All techniques considered so far had some degree of structure in which the counselor set up goals and outlined procedure, so that, in truth, the language was his. But is the counselor always able to speak the language of the counselee?

Here the counselor has seen and is seeing the emerging concept, the "generation gap." The counselor, in his rather stodgy middle age, is finding himself trying to hang on to some kind of stable set of values in a world whirlpool of ever accelerating change. He does not really understand Existentialism, but he has a growing suspicion that he is living in an existential world; a world in which, without knowing the man, his counselees may be thinking with Sartre that life is "an ineffective passion." Everything is new, and changing so rapidly that people have increasing difficulty identifying anything as set. The lucrative market in hair curlers must share room on the shelf with hair straighteners, the hemline going up is meeting the hemline coming down. The counselor, who once considered himself "Hep" is having trouble recognizing his cousin the "hippy." He tries to take a minute to think of the concept of wartime sacrifice in a nation of plenty, of "kicks" spawned of boredom. He has trouble in his mind separating the tragic seriousness of the born-of-poverty Detroit race riot from the born-of-plenty Ft. Lauderdale student riot. He reads of marijuana, psychedelics, and the Pill; and he studies Hugh Hefner's Philosophy, Jean Paul Sartre's Philosophy, Dr. Timothy Leary's Philosophy, and Ayn Rand's Philosophy. And then he looks at the pleasant, wholesome looking kid walking down the halls of his school, and wonders—"Can we communicate?" "Am I, in my bright sport coat and my hush puppies, any closer to this child than is King Tut? This bright young thing, smiling so nicely, and so very polite across the desk. She probably knows quite a bit about *my* values, because they are probably close to those of her middle class parents. They are probably filed neatly in the back of her mind under: Section: What they believe, Subsection: Middle Class, Subsection: Age 35. Can I find her values under: Section: What they believe, Subsection: Middle Class, Subsection: Age 17; or must I look under: Subsection: sex—Hefner, Subsection: philosophy—borderline hippy, parental unexpressed. Does she have me filed away so well that she can create a classification for herself to present to me, based on her sophisticated knowledge of what a person with my classification wants one of her age to be?"

So, realizing that he has not had the effect upon values that he desired, realizing that in this ever accelerating world he might possibly have lost contact with many of the counselee generation, and realizing that the increasing sophistication of his counselees was making ever more difficult the successful utilization of standard individual counseling techniques, the counselor searched for techniques that might help bridge this gap in communications.

In the course of his search he came upon Group Psychotherapy and observed it producing some rather interesting results in areas of attitude and personality modification. He observed that, in its relative lack of structure, it was opening avenues of freer communication and that it was wedding rather successfully the science of group dynamics with the fundamentals of individual counseling to produce results he had not been able to obtain in either the group alone or in individual counseling alone. And he set about borrowing some of group psychotherapy's basic practices and philosophy and adapting them to his particular needs, and fitting their utilization to the capabilities of his own training and background.

Realizing that this new technique he had developed was something very different from what he had been calling group guidance, and that his adaptation was not really group psychotherapy, the counselor decided that he must give the new technique a new name. Some counselors reasoned that what they were really doing was counseling a number of individuals at one time, so they called the technique Multiple Counseling—and some still do. The majority soon discovered that when they brought the individual counselees together something happened to those individuals, and that they were no longer working with multiple individuals, but with a newly created being—the group. So they called the technique, Group Counseling—and most of them still do.

WHAT IS GROUP COUNSELING?

Upon finishing this section, the reader is likely to feel that group counseling had not really been defined. *Successful* group counseling seems to be so wrapped up in related understanding of counselor role, counselor attitude, group nature, and group dynamics, that a definition which really means anything is difficult to find. The approach in this section will be to quote a brief definition and flesh out its bare bones with additional descriptive comments. Succeeding sections will report on research into the effectiveness and ineffectiveness of the technique; will try to describe the make-up of the group; will review the topics usually discussed by the group; will discuss what happens in the group, following its progress from stage to stage; and will try to identify some of the hazards faced in the group, and offer suggestions for dealing with these hazards.

In 1963, Benjamin Cohn, Charles Combs, Edward Gibian, and Mead Sniffen collaborated on an article for *The Personnel and Guidance Journal* (6) in which they produced this short definition, "Group counseling, as we see it, is a dynamic interpersonal process through which individuals within the normal range of adjustment work with a peer group and with a professionally trained counselor, exploring problems and feelings in an attempt to modify their attitudes so that they are better able to deal with developmental problems."

To elaborate upon a number of the key phrases:

1. Dynamic interpersonal process—Each individual is an integral part of the group, and the group will not really be a group until each individual feels his involvement. Participation is active. This is not to say that each individual is expected to be impatiently waiting his turn to talk, but that even the non-talker is emotionally reacting to the verbal interaction which surrounds him.

In order to facilitate this process, a relatively permissive atmosphere is established. This atmosphere allows the individual members enough security to explore themselves in order to acquire sufficiently accurate self-knowledge to make wise decisions. Eventually, the permissive atmosphere should lead to group acceptance and thus the encouragement of freedom of expression and self-evaluation. Therefore, the group counseling setting provides a laboratory for the testing of social reality. There will be more on this difficult aspect later in this section.

2. *Individuals within the normal range of adjustment*—This is not psychotherapy. Although at times it would be hard to say that what was going on at a given time is not identical to the activity at a similar point in time in the psychotherapeutic process, the school guidance counselor is not intentionally working with students who are in need of psychotherapy. The word "intentionally" is used because it is impossible to avoid recognizing that, in the public schools in many geographic areas, group work will be the only treatment available to whatever emotional adjustment the students may have. Also, the line of demarcation from the "normal range of adjustment" is a hazy one, so there will be students from both sides of the ill-marked line. But, the major emphasis will be on helping normal individuals to deal effectively with developmental tasks and experiences with which they are undergoing difficulty.

3. *Work within a peer group*—The group is, in a sense, the counselor. The guidance counselor is there, in a role that will be discussed later, but it is the entire group which acts to reflect feelings, to clarify problems, and to allow the individual to find a solution. What emerges is not a counselor counseling an individual within a group setting, but, rather, individuals counseling each other within a group structure. Feelings are shared, ventilation takes place, identification is among members of the group with each other, not just the counselor.

4. *With a professionally trained counselor*—The demands upon the counselor in group counseling are considerable. He must be skilled in both group dynamics and counseling. His empathic skills are important. His prior knowledge of the individuals in the group places him in a privileged position. He must structure the group to some degree (if

only to assure that as much structure as possible has been kept out), help create a non-judgmental atmosphere, and work to achieve the ideal of shared leadership within the group. Often he will summarize the discussion of the group, highlight significant trends, and labor to assure that the group maintains its focus and its proper process.

This role of the counselor-as-group leader is one of the more difficult aspects of group counseling to visualize. A comparison of his role with that of a goalie in ice hockey might aid in visualization. During most of the game it is hardly noticed that the goalie is there, but he is mentally and kinetically participating in each move on the ice. He is constantly ready to meet any surprise thrust, but he doesn't venture far out to ward it off. If the puck gets dangerously close to the cage, he still "keeps his cool" and is willing and even eager to allow one of his fellow team members to keep the puck going in the right direction. The team members are aware of his presence and secure in that knowledge. They recognize that he is somewhat different and relatively limited in what he can do under the rules, so they play their game often as if he was not there. The reader who has followed the analogy this far, might be reminded at this point that an experienced goalie is almost always the bearer of many and grievous battle scars.

How is the counselor part of the group, but not really a full-fledged member? How does he participate fully, but not so as one would notice? How does he guide the discussion without really moving it? There are some counselor educators who contend that this is more of an art than a matter of technique. If this be true, then the chief aim of this section on group counseling is to provide a few points of art appreciation. If the reader can conjure up a vision of what good group counseling might look like, then it is hoped that the artist that must surely be in him, if he is a good counselor of individuals, will be able to execute a completed masterwork.

5. *Exploring problems and feelings in an attempt to modify their attitudes*—Discussions revolve about the experiences of the students as they relate to the areas of common interest or concern of the group. The level of participation is usually one of attitudes and opinions rather than the deeper feelings of group therapy. Their concern is with the present and with their problems. This is not usually the place to learn, but to feel. Reasoned arguments will change few attitudes, but the emotion summoned to make those arguments and to defend one's statements may have its effect.

6. *So that they are better able to deal with developmental problems*—The group counseling sessions aim at modifying the attitude, not solving the problem. It is hoped that, with modified attitude, the student can solve his own problems. The student, whose problem is inability to study, may learn in the group guidance class how to outline,

how to budget his time, how to skim a reading assignment; but if his trouble is inability to concentrate, his how-to-study classes will do little good. In group counseling he may get to the emotions and attitudes which have been blocking concentration. If these emotions and attitudes have been dealt with, then he can apply the how-to-study knowledge to his study problem. In the same way the group counseling sessions can deal with the emotions, attitudes, and values connected with social acceptance, academic achievement, family compatibility, behavioral adjustment, and other desirable goals.

It might be well to remember at this point that the foregoing definition and discussion were concerned with what may be considered the purer form of group counseling, and that the counselor is almost always concerned with often rapidly shifting points along the continuum outlined earlier in this monograph. Thus, the group discussion of underachieving may begin as a rather objective lesson in how-to-study, may then suddenly become a group counseling session when the counselor sensed some emotional blocks, and may go through any number of techniques and processes as the counselor pursues his ultimate goal, the remediation of the underachieving.

RESEARCH STUDIES

When one looks for experimental studies in group counseling, the first thing noticed is how few there are. The next observation is that a large number of those conducted prove little or nothing. The comment, "Everybody said they felt better as a result of the experience" is hardly experimental proof of success, yet that is what any number of studies offered as conclusions.

One offered justification for this state of affairs is that, since the counselor is expected to enter the group without preconceived goals and with no plans for content, it is rather hard to make any measurement of the success in reaching goals or in dealing with content. Guidance is, however, looking for modifications in attitudes and changes in performance, and should, within the school structure, be able to take a long look at the student before and after his group experience. Therein should lie the proof of the pudding.

So much for what should be. What is there now that indicates success or failure?

1. S. W. Caplan (7) set up experimental and control groups made up of junior high school boys who had been referred as unruly, antisocial, unteachable, or incorrigible. The experimental group had group counseling for a semester. Both the experimental and control groups had interviews available with their school counselors. The Q technique was used to measure self and ideal-self concepts at the beginning

and end of the experimental period. Caplan felt that if a more integrated self-structure results in being less disturbed, less tense, and more accepting and understanding of others, behavior might improve.

There was an increase in the congruence of the self and the ideal-self for the experimental group, but not for the control group. In support of Caplan's hypothesis, the experimental group had a significant decrease in the number of poor citizenship marks and none had poorer records. No such significant decrease appeared in the control group.

2. M. M. Ohlsen (8), and J. Broedel and others (9) assigned twenty-nine high ability ninth graders to two experimental groups who had group counseling and two control groups who had no counseling. The group counseling groups met twice a week for eight weeks. Using as criteria such measures as academic performance, self-acceptance, and effectiveness of interpersonal relationships, the authors found significant growth in the experimental group over the control group on at least two of the three criteria. They later gave group counseling to the control group and produced similar improvement in one of the three criteria. A follow-up eighteen months after counseling showed that the achieved gains had been maintained.

3. G. E. Jensen (10) held small-group counseling sessions for primary school underachievers and found that the group members showed improvement in achievement and ability to do independent class work.

4. A. M. Brach (11) reported that group counseling resulted in improved behavior in seventh grade boys in class and in discussions.

5. M. R. Stockey (12) compared the effectiveness of group counseling, individual counseling, and employment among adolescent boys with adjustment problems, and found that the boys in the counseled groups showed significant improvement in adjustment, while neither the employed nor the control group did.

6. C. P. Froelich (13) compared pre-counseling and post-counseling counselee ratings of their own abilities with their DAT scores for an individual counseled group and a group counseled group. There was a slight indication that group counseling is more effective in terms of the criteria than is individual counseling. "Insofar as the criteria used in the study reflect desirable counseling outcomes, the findings do not support the claims that counseling must be individual."

Reports of failure are rather difficult to find. This might possibly be because most investigators are not really eager to rush into print with reports of failures, or it might have something to do with the journal publisher's lack of interest in publishing failure-reporting manuscripts. The following final research report is included in the belief that it may be representative of legions of similar less successful studies, and as a tribute to the unknown failure study that fought and died in oblivion.

7. M. L. Falick, B. Rubenstein, and M. Levitt (14) used as their vehicle for group counseling a psychotherapeutic club for seven emotionally disturbed boys in a Michigan public school. The atmosphere was permissive in the extreme. It was so permissive, in fact, that the therapist did not prevent the boys from using a cat they had caught as a soccer ball until it was dead. Of the four boys whose follow-ups are reported, one was increasingly masochistic, one was an anxiety-ridden homosexual, and two were incarcerated. Even here, failure was not complete. The writers stated that the experiment provided valuable insight for the therapist.

Even though the experimental proof of success is not overwhelming in its magnitude of quantity or quality, this young, relatively untried technique does not stand condemned or even unsupported. The shortage of experimental evidence is possibly due more to a long-standing reluctance to engage in meaningful educational research than to any shortcoming of the technique itself.

THE COMPOSITION OF THE GROUP

Unfortunately, much more has been written regarding the types of individuals who should be excluded from group counseling than has been reported relating to who should be included in this process. Generally, a good candidate for a counseling group will be one who recognizes the need for assistance, who is ready to talk about his concerns, and who appears to fit into a group. Conversely, those the writers would exclude from the group are those who are extremely aggressive or dominant, who are anti-authority, or who are non-reality oriented or sociopathic.

There are, of course, a very large number of students who are underachievers who are sincerely concerned and want to do something about the situation. There are a number that are not popular and would like desperately to be accepted. And there are many that are confused about a large and varied number of things, who will eagerly cooperate in efforts to become less confused. These students make fine group members, and the counselor who is just beginning to work with group counseling would probably do well to stick to these groups initially. But the counselor, who has experienced some of the exaltation of success with these less challenging groups, is urged to try his hand (on a small scale) with the anti-authority fellow and some of his brothers. There is little doubt that his success batting average will drop considerably, but the satisfaction to be gained from a few hits in this league may be worth the effort.

One reason for urging that the counselor try some work with some of the excluded types is that often there is nothing else available. Referral is fine, but how many from these excluded classifications are referred, as against the number who are just allowed to go on from one detention and suspension to another until the day they can drop out? If there is nothing else for them, and if the counselor has the confidence and some experience, he might consider giving them a try. Failure is often no worse than inaction.

Assuming that more than one group is possible, who should be in a particular group? Should they all be of the same sex? The authorities appear to be in conflict in this regard. In the absence of definitive dictates, it might be wise to conclude tentatively that heterosexual composition is acceptable until pubescence; that during the junior high school and early high school years, when youngsters are struggling to achieve an acceptable sex role, unisexual composition is preferable; and that in the later secondary school years heterogeneity of sex is reasonable. These would be only very rough guidelines. The counselor must consider the problems being discussed and the intellectual and/or emotional maturity of the group in deciding upon its composition.

Age of group members is another factor. It is generally accepted that no more than a two year span of chronological age should characterize any counseling group. This conclusion stems from the concept of the desirability of similarities in developmental stages.

If possible, individuals who are intimately associated outside of the group, such as close friends or relatives, should not be placed within the same group. This restriction is, of course, not always possible in the smaller schools where the number of groups dealing with a particular area of problems is extremely limited.

It is beyond this point that the matter of group counseling as an art again appears. The experimental counselor-artist will soon develop a sense of the personalities that can best be mixed to form a functioning group. A liberal amount of introversion here with just a dash of extroversion to underline the main points, or an equal amount of both to create a balance; a total field of dominance, or almost all submissives with a pinch of dominance in an attempt to tone down the latter hue; equal parts of over, average, and underachievers, or just enough average achievement to give balance to a bright field of underachievers—it's an art.

HOW MANY, WHERE, AND WHEN?

Prescriptions for group size vary in the literature and appear to be derived more from intuition than from empirical research. Consensus appears to be that desirable size would take into consideration a lower limit of five and an upper limit of ten individuals. In the absence of definitive research, however, it would be well [illegible] the counselor to bear in mind Herbert A. Thaelan's generalization of "least group size." (15)

"The size of a group should be the smallest group in which it is possible to have represented at a functional level all the achievement (content resources) and socialization (group process) skills required for the particular learning activity (task) at hand."

The physical aspects of the counseling group are also important. There are some who argue that the very fact that group counseling sessions are held in the school works against the creation of the desired accepting atmosphere. Chances are, however, that no other workable alternatives are available. Therefore, the room in which group counseling takes place should be as free as possible from distracting reminders of the school's authority (bells, telephones, intercom systems, etc.). The typical physical form is to place group members in a circular or semicircular arrangement with the counselor also seated as a part of the group. The majority of writers in the field seem to feel that no tables or desks should be in the room, stating that such physical objects present psychological barriers to unfettered communication.

One large table or a circle of desks may possibly have a number of advantages. It allows for doodling, lounging, object fiddling, and other such relaxing pastimes. There possibly could be produced an equally sound psychological argument that the table affords a psychological sense of security to those who would feel too suddenly undressed, sitting there with hands in lap or arms crossed and nothing else between them and those they might, at the outset, perceive as their examiners.

Two further administrative decisions, that relating to time and that relating to the open or closed nature of the group, must be made. Most authorities agree that, at least for middle and later adolescence, ninety minutes per session represents an ideal duration for such a group counseling session. Because of administrative convenience, however, it is likely that the duration of group counseling sessions in the school will correspond to a period's length. Another aspect of time is the problem of sessions. Again, because of the school setting, the number of sessions typically occur once or twice a week for a period of an academic semester or, less frequently, for an entire school year.

Closed groups are those which admit no new members after the initial session. Open groups, on the other hand, are those which permit new members to enter to take the place of members of the group who may leave, or to augment the number of members already in the group. Because of the complexity of group development and because of the relatively short duration of most counseling groups in a school, it is probably advisable to run closed counseling groups in an educational setting.

GROUP MEMBER SELECTION

Concomitant with the composition of the group is the method of selecting the group members. The counselor may become aware of potential group members through teacher or administration referral, through an examination of failure reports, or through a close look at the cumulative record; but his actual selection of the group members must be through the individual interview. It is only in the interview that the counselor can decide how and where this potential group member will fit, and it is here that the counselor can anticipate the role the counselee will play upon entering the group, and can plan his own approach to the group atmosphere this counselee's presence will create.

Equally important in the interview is the chance to prepare the counselee for the group experience and to hopefully assure his positive motivation. In this age of psychological sophistication there should be as little implication as possible that this is all some magical hocus-pocus which he could not possibly understand. The counselor must present himself as a real person and, in his explanation of what they will be trying to do in the group, must "level" with the counselee, with an honest presentation and an equally honest effort to answer all questions and expressed reservations the counselee may have.

WHAT DO THEY TALK ABOUT?

In most of the group guidance techniques that have been discussed so far, the counselor decided what the discussion topic will be. In group counseling, while usually knowing just where he wants the discussion to go, he has little or no topic structure planned. The student members of the group have learned that they are going to be able to talk about anything they want to. It is quite natural that the counselor may experience a touch of anxiety at this point.

Marilyn Bates, whose article, "Themes in Group Counseling with Adolescents," (16) will form the base for this section, opens her article with an apt description of this counselor apprehension.

"Since the unexpected confrontation is the expected encounter in group counseling, even the seasoned group counselor approaches each session with an edge of anxiety, knowing he needs all the professional skill he can muster to deal with the complex nuances of the group's dynamics. The inexperienced group counselor may approach his first session naively confident that his individual counseling skills will carry him through the complexities of the group process, but it only requires a few grueling sessions to raise his panic level to the red button stage. Unfortunately, there are no panic buttons in the group counseling room. There is only a small group of students putting trust in the professional skills of the group counselor."

While the unexpected could not be completely removed from any counseling session, it was felt that the counselor might be better prepared for the experience if he were acquainted with the themes that most often come up. Bates and some fellow counselors studied tapes of group counseling sessions over a period of a year and identified seven themes which "seem to account for much of the group counseling content when the counselees are adolescents."

We will list here the seven themes as Bates has labeled them, and comment, along with Bates, on each.

1. *My Vices*—This theme seems to appear early in most groups and then disappear, seldom to be mentioned in later sessions. It is possible that the student is often using it to test the counselor, and the non-judgmental nature of the group. Smoking is usually there, followed by drinking. Often the discussion becomes quite serious with students going into the reasons for the "vices," the consequences, the rationalizations, and finally the true reasons for the behavior. The students usually conclude that the main reason the vices are attractive is that they are forbidden, but seldom "suggest seriously that teen-agers be allowed more freedom in these areas."

2. *Outwitting The Adults*—This theme seems to occur in almost every session. The students seem to look upon it as a game and expect to lose as often as not. Here the counselor has to show great restraint of his rather natural inclination to show disapproval. Bates notes that, if the counselor sticks to reflecting and clarifying, "he can be almost sure that group members will themselves present society's views of right and wrong."

3. *Problem Parents*—This theme appears almost as frequently as "Outwitting the Adults." While the previous theme was treated as a lightly held game, "the parental relationship theme usually appears with overtones of pathos, and involves the adolescent's struggle for identity. It also involves deep feelings and often deep pain," and is returned to again and again during the sessions.

"The students seem almost desperate at times as they explore the parent-child relationship, but the process of talking about their feelings and problems in the safety of the group counseling situation seems to lessen tensions, even though the problem is insoluble for the time being."

The teen-agers have two main complaint areas under this heading. The first is their resentment at being told what to do. They feel that they are old enough to know what to do and resent parental prompting. The second main complaint deals with their "resentment over not being able to make plans with friends because parents reserve the right to make last-minute changes."

4. *My Brother, The Brat*—The familiar sibling rivalry theme, while full of expressions of hostility, does not appear to "involve as deep a feeling as does the parental relationship theme." Bates, recognizing the group as a "substitute family," also places under this heading the verbal fights that often break out between group members.

5. *My Public Image*—"The adolescent's struggle to clarify a value system, which parallels and permeates his developmental task of seeking to discover 'Who am I?' seldom emerges as a clear-cut theme, but will thread in and out of the sessions as the students examine the behavior of both adults and young people. The intense preoccupation with self, particularly the physical self of the teen-ager, makes this topic a very sensitive one for both boys and girls. At times it takes the form of trying to determine the 'proper' way to behave in public."

The students will often pass rather frank judgments upon the personal appearance and personality characteristics of their fellow group members.

"The degree to which the 'My Public Image' theme contributes to a change or clarification of self-concept is difficult to assess. Silent members may be gaining as much as the more vocal members. As much development may take place between sessions as during sessions. Of this we can be certain: the 'Public Image' theme constitutes an important part of group counseling."

6. *Nobody Loves Me*—As the group progresses and as the "members have learned to feel comfortable with each other—and with the counselor," there develops "a common reaction which can be identified as the student's feeling of helplessness, his feeling of being an insignificant cipher in a world that belongs to the adults."

7. *Let's Change The Rules*—In discussions of the school and student life, most students get around to offering suggestions for the improvement of the school. Often this is not approached too seriously, but sometimes there is a real drive for action. The counselor has to be on the alert lest he be pushed into a position of defending or criticizing school rules. At times he also may, if not careful, find himself pushed into being the group's spokesman with the administration. The suggestions can, at times, result in sensible action, but the counselor should see that the initiative for such action is the student's.

STARTING THE GROUP SESSION

As suggested under the heading, "Group Member Selection," the group really starts with the individual interview. There the counselee is prepared for the group experience, and the counselor develops some idea of the directions the group is likely to take.

If the counselor has done an adequate job of preparation in the individual interview, the members of the group will know why they are there, and will have a rather clear picture of what will possibly occur, and of what part they are expected to play in the proceedings. The counselor may briefly again outline the ground rules and discuss why they are there. This repetition of the information in front of the entire group may serve to assure each member that what he has been told individually is just what the others have been told, and thus may help to convince him that the counselor is being completely honest with him and with the group.

While there are those who advocate varying degrees of silence on the counselor's part at the beginning of the first session, the preferred approach appears to be one of honest and complete explanation. Most of today's teen-agers and many pre-teens are too psychologically sophisticated to be dealt with, with any degree of what they may term mumbo-jumbo. They have seen groups on television and in motion pictures, and have read about them in the Sunday supplements and in the women's magazines. They know a lot of the jargon, so it is wise to be honest with them, or they will not play along. The counselor should get in with a quick, honest explanation, and then pull back and let them take it from there.

WHAT HAPPENS?

Now that the group has started, where does it go? The counselor knows what they might talk about, but how does he know that he has something more than a bull session? If this gathering is to become a group, how will it go about this metamorphosis? What happens within this gathering as it becomes a group and acts as a group?

There are many descriptions of the life stages of groups, but one of the best, in relation to counseling groups in an educational setting, is that offered by Theodore M. Mills (17). While Mill's analysis is directed toward learning groups in general, his findings appear to parallel the life cycle of counseling groups. Mills identifies five basic periods in the life cycle of groups. We will use his labels for these periods, and borrow heavily from his discussion of the conditions and activity within these periods.

1. *The Encounter*—The encounter phase is marked by skepticism and unsureness on the parts of the group members. They are naive and self-conscious. A good deal of stress and anxiety is generated by the uncertainty of the situation, the counselor's role, fellow group members, and the proposed process. Much inhibition is in evidence as members begin to approach the focus of the counseling. It is here especially that assurances of protection must be offered if issues of strain are to be resolved. Here, too, the goals of the group must be made clear and assimilated by each group member. It is typically during the encounter phase that the attrition of group members is highest. Some members

will rush headlong into the task; others will experience disillusionment; still others will physically or psychologically withdraw from the group. Finally, this early phase is likely to be characterized by a good deal of negative expression which will gradually increase throughout the stages of group development and then will just as gradually subside. The encounter stage generally is in evidence for at least several group sessions and frequently extends for a period of many sessions.

2. *Testing Boundaries and Modeling Roles*—After the encounter stage, some members may be described as committed to the goals and process of the counseling group while others become aggressive or withdraw. The group members begin to test limits and to model new behavioral roles. Each member will assay his contribution to the group by such diverse strategies as remaining silent, challenging others, being absent, or by a variety of other behaviors. Attempts will be made to manipulate the counselor into more conventional, directive, and appraising modes of behavior. Tests of safe psychological distances are made among members and the counselor. These include the depth of self-revelation and the tolerance to opposing ideas or feelings that will be acceptable. This stage is, then, largely one of exploration and examination.

3. *Negotiating an Indigenous Normative System*—Having achieved a sense of goal direction, having determined appropriate roles, and having realized the limits of the group, group members typically attempt to legislate an enabling set of norms. Controls and sanctions begin to emerge to guide the type of interpersonal relations and topics that will prevail. Members' rights are delineated and a new set of ideas emerges concerning what members can and should do independently of the counselor. It is here that the group may covertly or overtly revolt against the counselor. Group members who have withdrawn either participate or they are ostracized during this phase of the counseling group. Thus, the group defines and legislates what it should be. It becomes unique—a counseling group with its own values, norms, internal arrangements, and outlook.

4. *Production*—The nature of the task fully understood and accepted, members now work toward actual production. Insights gained into process and into each other will be applied. Members aid their fellow members to grapple with unresolved issues and concerns. Reality-testing is strongly manifested. Insights gained within the group are expressed in behavior outside the group setting.

5. *Separation*—The fact of separation or group termination is in a complex set of demands and issues. Typically, highly emotional expressions will characterize the last few sessions. If the counseling group

has dealt with previous stages in an effective manner, much positive expression will be manifested. Group member roles are reviewed and benefits which have been gained are enumerated.

For the sports minded counselor who has survived our goalie analogy, we might condense the life of a group into a trip around the bases in baseball.

The group, in traveling to first base, is busy becoming a group. The individual member is busy looking around, getting acquainted with this new thing, sizing up the other group members, figuring out just what this counselor is up to, and deciding whether he can afford to give up some of his identity to this larger unit. Can he let go and reveal any of his real feelings? Can he become involved in the problems of others and allow himself to feel with and for them? In place of being one lone small body, can he become an integral part of a larger body? By the time the group slides into first base, some of the members will have decided to give at least part of themselves to the group, and the group is born.

In the trip to second base, the members are occupied with testing this group that they have tentatively joined. There will be ventilation, sounding off, partially from relief at the opportunity and partly to see just how much the group can take. There will be a groping and a drawing back. There will be trial and error experimentation. And hopefully, there will begin to be a real interchange of ideas and an interaction of feelings. If all goes well, the group born at first, will reach second standing up, firmly in control of its functioning.

On the way to third base, the now functioning group will begin to gain social insights from the interchange and interaction. For some members, the ventilation will have its psychoanalytic effect in relieving tensions and anxieties. For others, the acquiring of new ideas will broaden their perspective, and the defense of previously held ideas will lead to their strengthening or to legitimate question of their worth. And to some there comes an involvement in the feelings of others and a realization that their own feelings are being felt by the other members. As it reaches third base, the functioning of the group has produced in the more involved members a workable set of insights, and in the less involved, possibly at least the idea that there might be something there that they had not previously recognized.

In the dash for home the insight equipped members are putting their newly acquired insights into action, both within the group and in the world of reality outside the group. Its purpose accomplished, the group begins to separate. The counselor may want to recap the game, outlining the benefits received. But he should not keep them in the ball park long. If the members have been playing the game, they already understand most of what they need to know. If they have been sitting on the bench, the recap is going to be of little value. So, sum up quick, and get out of the park.

HAZARDS AND SUGGESTIONS

Things can go wrong. Not every base runner gets all the way home. Even the group member who enters the group sincerely wanting help, more often than not enters plagued by fears of what may happen to him there. There is the all-important adolescent fear of being ridiculed. There is the fear of being hurt by others, the fear of hurting others, the fear of exposure of his personality (most people don't know how rotten I really am, and it's better that I keep it that way), the fear that his trouble will be intensified by association with others who have similar troubles (an unwillingness to identify with the group), and the fear that what is said there will be spread around outside the group. The counselor must recognize that these fears exist and seize every opportunity in the early sessions to provide assurance.

It has been suggested that the experienced group leader try some groups which contain members who really do not recognize any need for help. It is not advocated that a student be dragged screaming and struggling into the group meeting room. But there are those behavioral problems and underachievers who would just as soon sit in the permissive group as in the disciplined study hall. They will sit there, but they are going to resist to the limit any serious involvement in the group. In working with these fellows, who preferably are also being individually counseled, the counselor might be wise to mix his group, adding a few who want help. Remembering Bates' comment that if the counselor sticks to reflecting and clarifying, "he can be almost sure that group members will themselves present society's views of right and wrong," it is well to have a few members in the group who are likely to express these views. The danger in overloading the group with reluctant members is that the main business of the group will possibly be the reinforcing of all the negative and anti-social views held by the members.

If, even with a balanced group, the counselor finds that this is happening, he might step in more directly and ask that they examine what they are doing, and challenge them to show what can be accomplished by this approach. Here the counselor becomes, so to speak, the devil's advocate, presenting a side that is not being heard and asking them to tear it apart. The counselor should be sure that the group is not going to work it out by itself before he steps into this role. This is the step just short of admission of defeat.

Another problem the counselor faces is that of getting the group to think of him in his role of group leader rather than as a teacher or counselor. No matter what he says that he is, there will be many who will be trying, especially in the early sessions, to look for signs of leader approval and disapproval. Some, on seeing none, will try even harder to say or do something calculated to bring forth one of these responses. The counselor has to be extremely sensitive to these attempts, and as careful in the way he deflects them.

A related problem is that of over-withdrawal on the part of the counselor. If the discussion is going well, with all students involved, there is a great temptation to sit back and play the passive spectator. Just as the goalie cannot very well sit out the well played game, so the counselor must be there in full mental involvement to keep this group on the move.

There are many other hazards, including some that will be unique to the next group the counselor enters. Here again, the artist must step in and deal with each as it appears, in a manner best suited to the situation. Here, possibly even more than in individual counseling, the counselor must play it by ear, and pray that his ear is sharp and his wits quick.

SUMMARY

In the preceding consideration of group counseling, the technique has been examined from a variety of viewpoints. A discussion of definition has attempted to establish that this point on the continuum of technique and process has a number of unique values which justify its careful consideration, and to note that it is not given to simple definition and classification. A look at some of the experimental studies has shown that, although the number of well constructed studies is small, there is considerable evidence of the technique's success. Composition and selection of the group have been discussed, and the counselor has been offered a preview of the counseling session, in which he has been given some idea of what the group members talk about and how they go about doing that talking. Acknowledging that there are hazards to be faced in this relatively esoteric technique, the discussion has concluded with a consideration of some of those hazards, and some suggestions for dealing with them.

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Suggested Reading

Books

Golembiewski, Robert T., *Groups in Guidance: An Analysis of Research Concepts and Operations*, (University of Chicago Press, Chicago, 1962).

A good, scholarly approach to the use of groups in guidance with special emphasis on evaluation.

Kemp, C. Gratten, *Perspectives in Group Process*, (Houghton Mifflin Company, Boston, 1964).

A collection of readings directed toward small group characteristics and process, leadership behaviors, and group member roles. Requires some elementary knowledge of small groups for full benefit.

Mahler, Clarence A. and Edson Caldwell, *Group Counseling in Secondary Schools*, (Science Research Associates, Inc., Chicago, Illinois, 1961).

A very readable, short (78 pages) paperback book which uses quite a bit of fictional narrative. This is another good introductory text which argues well for the use of these counseling techniques.

Articles

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Chapter III

GROUP PSYCHOTHERAPY

As indicated earlier, the discussion of this area of techniques will be extremely brief. The aim here is not to present a blueprint for action, but to give the counselor some idea of what might be in store for the student or adult who has been referred to the psychotherapist because of the depth or complexity of his problems. It is expected also that the counselor will be able to extract from this discussion some elements which are useful in understanding the therapeutic values of groups as more broadly conceived.

This discussion will begin with a few comments concerning the field of group psychotherapy itself, then go into a consideration of the field of psychodrama from which group counseling and sociodrama have borrowed much, and will close with a short discussion of play therapy and activity therapy.

GROUP PSYCHOTHERAPY

J. L. Moreno (18) lists twenty-three methods of group psychotherapy which will be listed here only by name to give an idea of the range of possibilities:

1. socioanalytic group psychotherapy, 2. the group analytic approach, 3. psychoanalysis of groups, 4. group dynamics, 5. eclectic group psychotherapy, 6. group oriented psychodrama, 7. multiple group psychotherapy, 8. family group psychotherapy, 9. marriage therapy, 10. bi-focal psychodrama and bi-focal group psychotherapy, 11. didactic group psychotherapy, 12. therapeutic community (Fort Logan Mental Health Center, Denver, Colorado), 13. the total all-inclusive therapeutic community (Synanon), 14. treatment at a distance, 15. telephone therapy, 16. group hypnosis, 17. hypnodrama, 18. drug induced group psychotherapy and psychodrama, 19. television psychodrama, 20. therapeutic motion pictures, 21. social psychiatry and sociatry, 22. training methods, and 23. mass psychiatry and the open public session.

Renata Adler (19) narrows this list down for us, "Aside from peripheral innovations, however, the basic methodological categories for group therapy appear to be five: the Slavsonian, originated by Samuel R. Slavson, in which the therapist himself deals with each person in turn, and which is, essentially, individual therapy in the presence of commenting bystanders; the exhortive-inspirational, in which the therapist, with the backing of the group, attempts what amounts to the re-education of every member; the Whitaker-Lieberman, in which the therapist regards the whole group as an independent organism, encourages acting-out, and treats the feelings and actions of individual members merely as symptoms of ambivalence within a single group personality (a characteristic remark on the part of the therapist would be, "I feel the group is hurt and angry today"); the Bionite, in which all group behavior is analyzed in terms of the three phylogenetic motives that the English psychiatrist Wilfred Ruprecht Bion postulated for man's gathering in groups in the first place—pairing, flight or escape, and work—and in which the therapy group serves as a model for the social world outside; and the self-determining, self-analyzing group, with mixed techniques, in which the therapist is simply a trained (and, preferably, himself a previously analyzed) occasional participant as well as guide."

The Adler article is an extremely interesting one, describing in detail the activities of a privately financed therapy group of neurotic adults who are in voluntary attendance.

Also mentioned in the article are some indications that psychotherapy has little more to offer as proof of success than group counseling does. The author mentions that in "The Effects of Psychotherapy," by H. J. Eysenck in the *International Journal of Psychiatry*, and in an unpublished survey made for the American Psychoanalytic Association by Harry Weinstock—"Both reveal no appreciable difference between people who have undergone psychotherapy and people who have not, and no statistical evidence that psychotherapy does patients any good at all."

This rather depressing statement is followed by one of the brightest spots to be found in the search for proof that we possibly have something of worth in the psychotherapy-group counseling approaches. The article discusses Daytop Lodge, a cure center for drug addicts on Staten Island since September 1963, where group therapy is used extensively and where they claim the rate of standard absolute cure is 75% as against a cure rate of only 10% at the regular type of drug addiction cure center at the Public Health Service Hospital in Lexington, Kentucky. Also mentioned in Synanon, organized by Charles Dederich in California, whose success has been discussed in a number of our leading popular magazines.

How is Group Psychotherapy Different From Group Counseling?

There is great disagreement among the authorities concerning the differences between the two. Some say that there is no difference, others view group counseling as an instructional technique. Between these two extremes is a view which defines three areas of difference: 1. The group psychotherapist has, in most cases, a richer psychological background and is thus better equipped to spot and deal with mental illness. 2. The depth of the maladjustment treated by group psychotherapy is usually greater. There are some that say this is the core of the difference, that the techniques are really pretty much the same, that it is the nature of the maladjustment that determines the treatment. 3. The group counselor in the school setting is mainly interested in changing attitudes, while the group psychotherapist is interested in changing personalities.

As educational group counseling matures and as the counselor education programs prepare counselors to function at the level of maturity, the line between the two will probably become less and less distinct. One counselor in an advanced seminar recently stated that he felt the group counselor could go as far into the realm of group psychotherapy as he had the confidence to go. The reply here is, "Counselor, know thyself." Take a good look at yourself, and judge at what depth you can still function. If you have student problems that are beyond your depth, and there are referral resources available, use them. But if you have tough student problems of a nature that does not usually call for referral, where nothing would be done if you did not do it, then draw on your training and experience, and use that confidence to propel you into the group counseling chamber.

PSYCHODRAMA

Psychodrama, which is really the parent of sociodrama, places the problem experiencing individual upon the stage. There, often with the aid of trained personnel, but also with the possible use of untrained members of the group, he enacts his problem or tries to show dramatically the conflicts that are plaguing him. Presumably, this spontaneous acting-out of a problem situation releases tension and helps the individual to gain self-insight.

While the sociodrama is extremely applicable to the school situation, the psychodrama is little used outside the psychiatrist's domain. There are some who feel that, with modifications, the technique can be used in the school, but the greater number seem to have reservations based upon at least two considerations. First, it is felt that, because of the intensely personal and probing nature of the approach, only the most skilled and experienced of therapists should venture to handle the technique. Second, there is the feeling held by some, that this is exploitation of the counselee. Once he is on the stage, even if the stage is more figurative than physical, it becomes rather difficult to "chicken out" and the student may find himself revealing much more about himself than he cares to, or probably should, to a group of peers with which he has to continue living during the day-to-day existence of school life. In sociodrama, and even in the deeper moments of group counseling, he can verbally clothe himself in a protective garb of third person pronouns and "what if's." In psychodrama there is no place to hide as he lays himself bare, and it just might be a bit uncomfortable walking the halls in this emotionally naked state.

That this is a legitimate concern is recognized by those who promote psychodrama's usage. A. K. Fink (20) states, "A very real danger does exist, however, in that sometimes what goes under the name of psychodrama lacks the basic democratic spirit and in truth is really a violation of the method. We see this in the case of the director who is really a protagonist and who, under the guise of helping a group resolve a problem, is in truth attempting to force the group to be concerned with his own problem. We see this too when the director, instead of allowing insights to grow organically out of the drama and out of the group sharing of its common experience, attempts to force the group to accept his own perceptions of what has occurred. We see malpractice also, when persons are forced onto the stage unwillingly, or are asked to pursue matters which they are unready to reveal. The only real safeguard in the long-run seems to be a concentration on a fuller understanding of the method and a more total commitment to democracy on the part of all concerned. As these are emphasized, protagonists will be encouraged to demand that their human rights be respected, and groups will be more ready to stand fast in their determination not to tolerate attempts at manipulation."

Counselors will find a very interesting illustration of this technique, in which the group member is asked to present a living sociogram of his family, in Barbara Seabourne's "The Action Sociogram." (21)

PLAY THERAPY

Play therapy is a therapeutic group technique designed for use with younger children who do not possess the verbal fluency required for participation in counseling groups. It is generally acknowledged, however, that play therapy groups require a highly trained, highly skilled therapist. Since it is doubtful that most elementary schools will have the services of a professional qualified in this area, it is likely that the technique will be used sparingly in educational institutions. However, the play therapy structure may be used by elementary school counselors for observation and understanding of children rather than as a therapeutic medium.

In play therapy, children are allowed to get their feelings into the open. They act out emotionally their feelings about a situation and thus release tension, relieve anxieties, and gain perspective. The play materials represent objects that permit the children to represent everyday reactions to life. A permissive atmosphere encourages free and spontaneous play.

Haim G. Ginott (22) maintains that play therapy groups are valuable because they facilitate establishment of therapeutic relationships, accelerate catharsis, aid attainment of insight, augment opportunities for reality-testing, and provide channels for socially accepted behavior. He suggests that children who can benefit from such groups are those who are withdrawn or immature, who have phobic reactions, who manifest conduct or habit disorders, or who are extremely acquiescent. Further, effeminate boys might find the experience valuable. Conversely, those who should be excluded from play therapy groups are children with intense sibling rivalries, sociopathic reactions, accelerated sexual drives, extreme aggression, and gross stress reaction.

Typically, about five children of the same age but of different personality characteristics constitute a play therapy group. As in group counseling, these children should have little contact outside of the group and should be of mixed sexes, except during the latency period. Play groups are generally open groups and are heterogeneous with regard to intelligence.

The counselor who employs play therapy groups for observation purposes has some broad guidelines to draw upon. For example, normal children in play groups rather easily form personal relationships, have a good time using play materials, sublimate the more primitive drives and substitute more acceptable outlets, and show few extreme affect reactions. Neurotic children may be excessively inhibited or aggressive. Brain-damaged children are often hyperactive, possess poor motor control, are socially inept, become fixated on minutiae, or evidence a variety of speech disorders. Mentally retarded children have difficulty playing with toys in any sort of meaningful or creative way. Psychotic children often play in a bizarre manner. They frequently insulate themselves, have distorted reactions to any sort of pain, evidence a language disturbance, or insist on the preservation of sameness.

Thus, the creation of special small groups can provide a laboratory for observation and understanding if the counselor has sufficient knowledge of child growth and development.

ACTIVITY GROUP THERAPY

Activity group therapy is a technique designed for use with preadolescents and is very much akin to play therapy in technique. Hence it may provide the counselor in the middle school with a setting to observe and to understand children. Activity therapy, like play therapy, requires an extremely skilled and well trained therapist. Therefore, this technique, too, will largely be utilized for child study purposes rather than for therapeutic purposes in educational institutions.

Activity therapy as originally conceived and as later amended, is intended for use with children possessing rather severe personality disorders. Within a permissive, neutral atmosphere they are given opportunity to act out hostile feelings, to relate to other children, and to develop acceptable methods of coping with tensions or frustration. If the counselor in a middle school setting can organize a group of this sort, it is likely that he will gain insights into the dynamics of the group members. It is doubtful, however, if any therapeutic value will emerge unless the counselor is considerably skilled in the technique.

SUMMARY

This discussion of the group psychotherapeutic techniques has aimed at providing a brief overview of the range of group activity that is available beyond the high school counseling room, so that the counselor may know of its existence, and may also gain a richer knowledge and understanding of the therapeutic values of groups.

The discussion has explored the differences between group counseling and group psychotherapy, has taken a look at psychodrama and noted its similarities to sociodrama while alerting the counselor to the possible dangers in its use by untrained practitioners, and has briefly considered play therapy and activity group therapy with their possible value to the school counselor in providing an opportunity for observation of child behavior.

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18. Moreno, J. L., "The Actual Trends in Group Psychotherapy," *Group Psychotherapy,* Vol. 16, 1963, pp. 117-130.
19. Adler, Renata, "A Reporter at Large: The Thursday Group," *The New Yorker,* Vol. 43, No. 8, April 1967, p. 55.
20. Fink, A. K., "The Democratic Essence of Psychodrama," *Group Psychotherapy,* Vol. 16, 1963, pp. 156-160.
21. Seabourne, Barbara, "The Action Sociogram," *Group Psychotherapy,* Vol. 16, 1963, pp. 145-155.
22. Ginott, H. G., *Group Psychotherapy with Children: The Theory and Practice of Play Therapy,* (McGraw-Hill, New York, 1961).

Suggested Reading

Books

Axline, Virginia, *Play Therapy,* (Houghton Mifflin, Boston, 1947).

The standard reference for this aspect of group work with elementary school youngsters.

Corsini, Raymond J., *Methods of Group Psychotherapy,* (McGraw-Hill, New York, 1957).

An impartial and comprehensive view of group psychotherapy. A good primary book, eclectic in thinking, stated in simpler language.

Moerno, Jacob L., *Psychodrama,* Volume I (revised), (Beacon House, New York, 1964).

Not easy reading, but basic to a knowledge of this line of thinking. Readers can also learn much about the Moreno approach in the journal. *Group Psychotherapy.*

Articles

Ackerman, M. W., "Group Psychotherapy with a Mixed Group of Adolescents," *International Journal of Group Psychotherapy,* Vol. 5, 1955, pp. 249-260.

Alexander, E. D., "School Centered Play Therapy Programs," *The Personnel and Guidance Journal,* Vol. 43, No. 3, November 1964, pp. 256-261.

Goldman, George D., "Group Psychotherapy and the Lonely Person in Our Changing Times," *Group Psychotherapy,* Vol. 8, 1955, pp. 247-253.

Wells, Calilia G., Psychodrama and Creative Counseling in the Elementary School," *Group Psychotherapy,* Vol. 15, 1962, pp. 244-252.

Chapter IV

POTPOURRI

In the writing of this paper it has occurred to the author that he has at times left some important areas undiscussed, and other areas not properly stressed. Of course, in a paper of this length we cannot hope to adequately cover all aspects of this multifaceted field. We would like, in this section, to offer a few rather random thoughts on some diverse aspects that we feel should be at least mentioned before concluding the paper.

APPLICATION OF TECHNIQUES BY GRADE LEVEL

Quite a bit has been written concerning the proper techniques that should be used at each grade level. Most of the better books written on the subject of group counseling have been written by authors who were, at the time of writing, working at the collegiate level. As a result, although they at times refer to the application of their techniques to the high school and elementary levels, they illustrate these techniques with college level protocols. The high school or elementary school counselor is often left, with some justification, wondering how well these techniques will fit in the grade level with which he is working.

While there is much of value written about the content that interests students at different grade levels, the chief conclusion concerning technique seems to be that students in the lower grade levels are less verbal than their high school and college brothers and sisters. It is thus advocated that such techniques as play therapy fit the lower grade levels much better than do the more verbal group counseling approaches. However, the reader is again reminded that the use of pure techniques will be rare, and that he will be selecting from the continuum those techniques, or parts of techniques that best fit the immediate situation.

The first grade teacher who is observing her students in a modified form of play therapy, may suddenly see an opportunity for a bit of simple role playing, which in turn may lead into a discussion which has many of the aspects of a group counseling session.

In a ninth grade group guidance class, the counselor might spot a moment when the rather structured instructional approach to job hunting procedures should be interrupted with a role playing interlude, which in turn might either return to the instructional group guidance or evolve into a group counseling session dealing with areas related to attitudes toward job status.

Thus, the key word in the application of techniques by grade level would clearly be flexibility. All techniques, in some form or other, are applicable at all grade levels.

APPLICATION OF TECHNIQUES ACCORDING TO CONTENT

W. M. Lifton (23) recognizes that, "Certainly, as time goes by, the tendency to divide a youngster's problems into areas is becoming less popular. Increasingly group leaders have realized that it is impossible to discuss vocational choice without considering a person's values or socioeconomic pressures. Parental attitudes, desires for peer group acceptance, capacity to accept one's abilities all become an integral part in considering future vocational goals. Although public pressures make group guidance programs focused on educational or vocational planning more acceptable, groups that are free to explore all aspects of the problem cannot fail to explore areas considered more personal in nature."

If we accept this, it follows that treatment of a content area by a pure application by one technique would not be at all advisable. Even our large auditorium program should be followed, and perhaps preceded by small group meetings in which a mixture of appropriate techniques will be utilized.

This author remembers well the day we had all the sixth grade students out to the junior-senior high school for a full day's orientation. We had set up an elaborate program. The day started with an auditorium session in which the student council members explained student government, the coaches discussed the different teams, the activities director discussed attendance and discipline, the guidance counselor discussed guidance and health services, the librarian discussed the library, and the principal issued greetings. They then went on student council conducted small group tours of the school and campus. After lunch they were paired off with seventh grade students to attend two classes. From there they went to the gym for the May Day program. We then assembled them in the cafeteria to wait for the buses that were to take them back to their elementary schools. Having a few minutes to kill, the guidance counselor gave them the first real chance they had had that day to ask questions. After some hesitation, one hand was raised, and the question asked, "How old do you have to be to quit school?"

Could it be that our orientation program lacked something? Did this fellow really get anything out of the day? Would it not have been better to send our counselor over to the elementary schools before this day to engage those smaller classes in some discussion structured by their questions?

Again, flexibility is the key. The counselor should use the approach or combination of approaches that he feels are needed, and should keep an eye open for the need for techniques that result in student involvement.

PARENTAL GROUP COUNSELING

A number of schools are experimenting with group counseling involving parents. Many counselors have noted, for example, that it is the parent who often has the unrealistic educational or vocational goal for his child, it is the parent who often wants desperately to be able to communicate with his child, but finds himself increasingly unable, and it is often the parent who feels most acutely the frustration and loneliness of the generation gap. As a result, the counselor is frequently finding that he has a group of parents who are willing and often even eager to participate in some form of group counseling which will help them understand themselves, their offspring, and their relations with these offspring.

In some schools the counselors have worked with groups made up of parents only, while others have worked with groups made up of both students and parents. Still another approach designed possibly to avoid actual confrontation, has the students as an audience while the parents meet as a group, and then reverses the situation with the parents as the observers while the students are meeting as a group.

In any case, it is probably wise to prepare the parent prior to any group situation in which their children are to be involved. Many family structures might possibly be severely shaken by the processes of parental ventilation and revelation. The parent should know what he is going to be asked to do before he appears on stage with or in front of his children.

COUNSELOR SELF-ANALYSIS

It is rather evident that there are two major directions in which guidance is moving at the present time. The first is toward the relatively late blooming growth of elementary guidance, and the second is toward greater counselor involvement with personal problem and attitudinal counseling. Both of these directions place a much greater emphasis on the psychological training of the counselor and on the mental and emotional state of his own health. The psychoanalyst has the analysis that he himself must submit to. Should there not be some place along the preparatory way where the potential counselor must sit down and examine himself before he sets out to help others examine themselves? If he is a practicing counselor, should there not be inservice opportunities to sit back and conduct this overdue self-examination?

May we suggest here that counselor education programs strive to include in their course offerings a required group counseling seminar in self-analysis. May we further suggest that county or other regional groups of practicing counselors form groups whose purpose is a group counseling approach to self-examination.

The guidance movement, as it grows and expands into areas previously thought to be the clinician's domain, looms as an increasingly frightening specter if we visualize our fellow humans, carrying all their prejudices, fears, emotional maladjustments, and their unawareness of these possessions, entering the counseling chamber in full command of techniques, prepared to impose in subtle application the aforementioned possessions upon the relatively naive and defenseless counselee.

Before we set out to cure the patient, let's be sure that we are not carrying to him a worse disease.

So often we have seen the highly educated psychologist, social worker, or counselor whose only use of that education has been to cloak his own emotional shortcomings in a richer vocabulary. Let us introduce him to at least enough group work to acquaint him with the fact that he does have his fair share of these emotional shortcomings, so that he may counsel in the knowledge that he must take them into account in his attempts to aid others with similar aberrations.

REPRISE–THE CONTINUUM AND THE APPETIZER

We have in this paper tried to give a relatively brief look at all major areas of group technique. As was stressed in the beginning and on other occasions within the paper, use of one pure technique should not be the goal. Rather, it is hoped that the counselor will draw from this selection of techniques those that at the time are best suited to the demands of the moment, and that the counselor will mix and combine the selected techniques into those mixtures and combinations he can best use. Rather than be a group guidance teacher, a group psychotherapist, or a group counselor, may he strive to be a group technician.

This paper is meant to be an overview of the techniques with which you are familiar, and an introduction to the techniques with which you are not. It is further, we sincerely hope, an appetizer. If we have succeeded in whetting your appetite, will you now go on to some of the excellent books and articles listed in the bibliographies, and on from them into the extensive literature that will surely be developed as this fertile field of guidance gives its promised growth. And will you examine the familiar, and experiment with the unfamiliar to give your counseling the breadth and the depth and the quality that your counselees have the right to expect.

References

23. Lifton, Walter M., *Working with Groups: Group Process and Individual Growth*, 1st Edition, (John Wiley & Sons, Inc., New York, 1962).

Additional Suggested Reading

In addition to the references and suggested readings listed at the end of each chapter and pertinent to those chapters, there are a number of other books and articles which were found to be very interesting and informative. They are listed here under headings which are appropriate to their content.

Books

I. General Introduction to Groups and Group Programs

Coleman, James S., *The Adolescent Society*, (The Free Press of Glencoe, Inc., New York, 1961).

A sociological description of the total secondary school student group based on research carried out in high schools.

Glanz, Edward C. and Robert W. Hayes, *Groups in Guidance*, (Allyn and Bacon, Boston, 1967).

A basic text for group guidance that is stronger in the theoretical aspects of groups and group process than in the practical application of this knowledge.

Warters, Jane, *Group Guidance: Principles and Practices* (McGraw-Hill, New York, 1960).

A basic text in group guidance which presents an overview of most aspects of a group guidance program.

II. Specific Techniques of Group Programs

Bach, George R., *Intensive Group Psychotherapy*, (Ronald Press, New York, 1954).

Heavy going, but a good view of the field.

Driver, Helen I. (ed.), *Counseling and Learning Through Small-Group Discussion*, (Monona Publications, Madison, Wisconsin, 1962).

A collection of papers directed toward various aspects of working with small groups.

Hinckley, Robert G. and Lydia Hermann, *Group Treatment in Psychotherapy: A Report of Experience*, (University of Minnesota Press, Minneapolis, Minn., 1951).

An understandable introduction for those unacquainted with the field, and a working handbook of tried procedures for those with some background.

Malamud, Daniel I. and Solomon Machover, *Toward Self-Understanding: Group Techniques in Self-Confrontation*, (Charles C. Thomas, Publisher, Springfield, Illinois, 1955).

Describes a "Workshop in Self-Understanding" in which are performed a number of rather original self-confrontation experiments. Interesting presentation with much illustrative material.

Plutchik, Robert and Randall W. Hoffman, *Small Group Discussion in Orientation and Teaching,* (C. P. Putnam's Sons, New York, 1959).

Excellent treatment of basic aspects of conducting and participating in discussion groups.

Articles

I. Group Psychotherapy

Hoch, Erasmus and George Kaufer, "A Process Analysis of 'Transient' Therapy Groups," *International Journal of Group Psychotherapy,* Vol. 5, 1955, pp. 415-421.

Mann, James, "Some Theoretic Concepts of the Group Process," *International Journal of Group Psychotherapy,* Vol. 5, 1955, pp. 235-241.

Schulman, Irving, "Transference, Resistance and Communication Problems in Adolescent Psychotherapy Groups," *International Journal of Group Psychotherapy,* Vol. 9, 1959, pp. 496-503.

II. Play Therapy

Ginott, H. G., "Play Group Therapy: A Theoretical Framework," *International Journal of Group Psychotherapy,* Vol. 8, 1958, pp. 410-418.

III. Research—Individual Studies

Bilovsky, David, William McMasters, Joseph Shorr, and Stanley Singer, "Individual and Group Counseling," *The Personnel and Guidance Journal,* Vol. 31, No. 6, March 1953, pp. 363-365.

Dickenson, W. A. and C. B. Truax, "Group Counseling With Underachievers," *The Personnel and Guidance Journal,* Vol. 45, No. 3, November 1966, pp. 243-247.

Driver, Helen I., "Small Group Discussion," *The Personnel and Guidance Journal,* Vol. 31, No. 3, December 1952, pp. 173-175.

IV. Research—Reviews

Dreese, Mitchell, "Group Guidance and Group Therapy," *Review of Educational Research,* Vol. 27, 1957, pp. 219-228.

Wright, Wayne E., "Group Procedures," *Review of Educational Research,* Vol. 33, 1963, pp. 205-213.